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THE JUNIOR COLLEGE JOURNAL

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Education in Democracy

[EDITORIAL]

In the year 1814 Fichte, the celebrated German philosopher, died. By his fiery eloquence and fervent appeals he had revitalized the Prussian people and set them on the path of educational reform. Through the whole-hearted adoption of Pestalozzian methods of elementary instruction they became the most literate people in the world. Fichte's death left vacant the chair of philosophy at the University of Berlin, the most powerful academic post of its kind. For four years this place remained vacant, indicative of the immense significance attached to the character of its incumbent.

Two philosophers were considered for the vacant post. The first was the ponderous, abstract, mechanistic Hegel; the other was the equally comprehensive Krause. Both believed in an organismic universe. Hegel held that the state is the highest form of human organization, and that it is a personality. The monarch and his official family constitute the brain and intelligence of the state and must therefore rule the state; the common people are the bone and sinew of the nation and must blindly obey and perform. Democracy is a weak and impossible form of government.

Krause, too, believed in organismic life, but for him society in its widest scope is the unit. All humanity receives

life, intelligence, cohesiveness and unity from one central source, from the Universal Spirit, from God. Krause took a universalistic, humanitarian attitude. He believed in freedom and democracy. A century before the League of Nations was formed, and long before Tennyson dreamed of "The Parliament of Mankind", Krause advocated a "Federation of Humanity" based upon love, reason, justice, and wisdom. All human progress, peace and happiness spring from freedom and spiritual ideals, from God. Avoiding the pitfall of Pantheism, Krause adopted a philosophy of Panentheism, that is to say, the belief that all things evolve in God and must be the expression of His Spirit of justice, love, and harmony.

At length in 1818 Hegel was chosen for the chair of philosophy in the University of Berlin. It was a most momentous choice. The die was cast. Hegel's philosophy of nationalism became the dominant view of higher education, first in Prussia and then in all Germany. The Prussian spirit of ruthlessness, power politics, the domination of the masses by the King and his appointees, the hamstringing of the spirit of free democracy took firm hold upon the educated classes throughout the Fatherland. Humanitarianism and universalism were henceforth utterly dis-

carried. Freedom of learning and freedom of teaching, which had made the Universities of Germany famous, were soon placed on the defensive. Higher education became a means of propaganda. Friedrich Paulsen was the last German professor and scholar who dared to criticize the political drift.

The best representative of the philosophy of Krause in the field of education was that gentle spirit who founded the kindergarten, Friedrich Froebel. Returning from the Napoleonic war of 1812-15, in the spirit of nationalism he founded in 1816 "An Educational Institute for Young Germans." Coming under the benign and broadening influence of Krause, ten years later Froebel wrote his classical work *The Education of Man*. No longer did he conceive education as the making of young Germans, but only the education of human beings. Education became the process primarily of humanizing the young. Rousseau had contrasted the citizen and the man, and warned against the attempt to make both at once; he, therefore, chose to educate man as man. Froebel's system was banned from Prussia, and he declared that only in free America would it be fully adopted.

This interesting historical movement may be used to suggest to our minds several highly important points. First, the motivating forces in any civilization are ideas or a philosophy of life and government. Second, this philosophy must be built into the souls of the youth. Third, it is the junior college of America which must be utilized to mold the citizenship of the future. Fourth, America must assume leadership of higher culture in the world.

Objections from isolationism and patriotism will be raised immediately. I submit, however, to the higher judgment

of every man that America today is at the crossroads, as was Germany a century ago. To choose the way of narrowness, complacency and selfishness is to condemn civilization to blindness and bondage for untold generations. The highest form of patriotism exalts the best in our national and racial heritage; at the same time it recognizes that the best must be universal, and consequently the highest good for one race or people must be the good of all races and nations.

In the new era now awakening a narrow interpretation of democracy and citizenship will be out of place. Our people must henceforth think in terms of continents and of all the people of all the world. The inventions of our day, the radio, the airplane, television, in fact, all science, admonish us that the day of racial or national provincialism is out of date. The concepts of justice and good-will know no boundary lines.

The junior college comprehends the closing period for general or liberal education for American youths. The junior college and the junior college level of our senior institutions are the institutions in which the youth must be given the broad vision of a new and more comprehensive civilization. This new civilization must not be founded upon force, power politics or militarism, but upon freed intelligence, good-will, the spirit of the good neighbor. Education for democracy is a term of duplicate signification. It may mean education for efficient participation in our democratic government. It may also mean acquiring a democratic spirit and attitude toward all men. Only in this cosmopolitan sense can democracy become the hope of mankind.

FREDERICK EBY.

The Effective Junior College Instructor

J. F. MEAD *

In 1935 the results of a nation-wide survey conducted under the direction of Anna Y. Reed were published under the title of *The Effective and the Ineffective College Teacher*.¹ The Reed study, which was financed by the Carnegie Foundation of New York and the National Personnel Service, Incorporated, is probably the most comprehensive and most intensive effort attempted to date to determine the factors in efficient and inefficient teaching on the college level.

The Reed study, however, is confined to senior colleges and universities. Consequently there is a need for a similar study on the junior college level to ascertain:

1. In what respects the desirable characteristics of senior college teachers revealed in the Reed study are equally desirable for efficient teaching on the junior college level.

2. In what respects the characteristics of inefficient senior college instructors prove equally undesirable in junior college instructors.

3. The extent of agreement between senior college and junior college administrators on desirable and undesirable characteristics of college teachers.

The present study was undertaken in an effort to answer these questions. Part of the same questionnaire employed in the Reed study was used in the present investigation; but only the topics dealing with the selection of teachers and the

evaluation of teaching efficiency (Topics I, II, and III) and those dealing with rusty, ineffective, or undesirable college teachers (Topics IV, V, XVII, and XVIII) were included because limitations of time and resources made impossible the use of two separate questionnaires, as in the case of the Reed study.

To secure data, printed copies of the topics listed above were mailed to the administrative heads of all junior colleges, both public and private, holding 1939 membership in the American Association of Junior Colleges. Of the 325 junior colleges included in the 1939 membership list, 194 responded to the questionnaire. Of the 194 reporting institutions, 101 are publicly controlled, while 93 are private junior colleges. Returns were received from 44 of the 48 states as well as from the District of Columbia and the Canal Zone.

Of the 194 returned questionnaires, 101 were signed by presidents of the institutions, 73 by deans, and the remaining 20 by various other administrative officers. It is therefore evident that the number and geographical distribution of the returns, as well as the sources of information employed, are such as to afford a rather authoritative picture of the judgments of junior college administrators on the topics included in the questionnaire.

The Selection of Teachers and the Evaluation of Teaching Efficiency (Topics I, II, III)

Topics I, II, and III deal with the selection of junior college teachers and the evaluation of their teaching efficiency

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¹ Anna Y. Reed, *The Effective and the Ineffective College Teacher* (American Book Co., New York. 1935).

after induction. Topic I considers four aspects of teacher selection: (1) "Most Desirable" Teaching Qualifications, (2) "Least Desirable" Teaching Qualifications, (3) Qualifications "Most Difficult" to Secure, and (4) Qualifications "Least Difficult" to Secure.

1. *"Most Desirable" and "Least Desirable" Qualifications.* As "Most desirable" qualifications, arts college, teachers college, and junior college administrators all emphasize "broad general scholarship," "inspirational power," "social culture," "potential teaching efficiency," and "specialized knowledge." All three groups rank "ability to advertise the institution," "previous secondary school or college teaching experience," and "ability to write texts and articles" among the "least desirable" qualifications. Junior college officials, however, attach considerably more importance to a teacher's "popularity with students" and place slightly more stress on "previous college teaching experience" than do the other two groups. All three groups agree that "broad general scholarship" is the most desirable single qualification; that "inspirational power" and "originality" are the most difficult to obtain; and that "secondary school teaching experience" is the least difficult to secure. "Research ability" is also rated as highly "undesirable" and among the easiest abilities to secure, especially by the junior college group.

2. *Characteristics of "Highest Value" and "Lowest Value" in Rating Teaching Efficiency.* Topic II inquires as to what characteristics college administrators regard of "highest value" and contrasts these with those deemed of "lowest value" in rating teaching efficiency after induction. Junior college administrators agree in general with senior college officers in ranking the following char-

acteristics as of "highest value" in rating teaching efficiency: "sympathetic attitude toward students," "stimulating intellectual curiosity," "broad knowledge of subject taught," "wholesome influence on student morale," and "carefully planned school work." All of these were placed among the first five in importance by the junior college group. Characteristics given first rankings by junior college heads as having "lowest value" for rating teaching efficiency are in rank order: "research," "chief concern for ablest students," "ability to contribute to extra-curricular activities," "balanced appreciation of his department in relation to other departments," and "broad social sympathies." All of these are placed in the same category by the Reed study, though not in the same rank order, except "balanced appreciation of his department in relation to other departments," which is ranked sixth and seventh by the teachers college and arts groups respectively.

3. *Sources of "Highest Value" and "Lowest Value" in Evaluating Teaching Efficiency.* Topic III offers administrators an opportunity to indicate what sources of information they regard as of "highest value" for evaluating teaching efficiency, as well as to indicate those regarded as of "lowest value" for the same purpose. All three groups place the "highest value" in rating teaching efficiency on "personal interviews and contacts," "rating by deans," and "rating by department heads." The three groups likewise agree that "unsolicited reports and contacts," "questionnaires to graduates," and "surveys by outside agencies" are sources of "lowest value" in rating teaching efficiency. In addition, junior college heads place a very low value on "comprehensive examinations for seniors."

The Typical Rusty, Ineffective, or Undesirable Junior College Teacher
(Topics IV, V, VI, and VII)

On the whole the returns from the topics listed above paint a picture of the rusty, ineffective, or undesirable junior college teacher who very closely resembles his senior college prototype. He appears to be present in slightly fewer numbers than in senior institutions, but still constitutes the administrator's major problem in teaching efficiency in junior colleges.

1. *Causal Factors of Greatest and Least Importance in Teaching Inefficiency of Experienced and Inexperienced Teachers.* The most important causal factors in the inefficiency of the experienced college teacher are his "aversion or indifference to modern trends," his "mental inertia," and his "lack of ability to profit from constructive criticism" and "lack of ability to inspire young people," though he is not so likely to be "too departmental minded" or so "professionally jealous" as the rusty experienced senior college instructor.

The typical inexperienced junior college teacher is characterized by his "ill adaptation by character and personality to teaching," by his "lack of inspirational ability," his "lack of experience," his "lack of ability to profit from constructive criticism," and by his "egotism." By comparison, however, he is not so likely to be handicapped by "social distractions" or "faulty instructional methods" as is the inefficient inexperienced senior college teacher.

Factors of least importance in impairing teaching efficiency after induction among experienced junior college faculty members are "degree chasing," a "tendency to bluff," "tardiness," "social distractions," and "research publication." For inexperienced junior college instructors, "failing health," "domestic

problems," "professional discouragement," "outside remunerative activities," and "dividing of time between teaching and other administrative duties" are considered by administrators as the factors of least importance in causing inefficiency.

2. *Principal Causal Factors of Rustiness.* The principal causal factors of rustiness in junior colleges are "staleness," "self-satisfaction," "laziness," "lack of professional mindedness," and "temperamental instability." A smaller percentage of rustiness is reported in junior colleges than in senior institutions; but all participants report that more than 40 per cent of their rusty teachers probably bore earmarks of rustiness when younger, though one-third of these rusty teachers are eliminated, according to administrative estimates, before their potentialities have time to develop.

3. *"Crucial" Age for Rustiness.* The "crucial" age for rustiness in junior college teachers appears to be between 30 and 40, though women, according to administrative opinion, fall victims somewhat earlier. "Security of position," "completing advanced degrees," and "loss of a desire for change" are considered by administrators to be the most dangerous stages for rustiness to develop among junior as well as senior college instructors.

4. *Prevention of Rustiness and Possible Rehabilitation of Rusty Teachers.* Junior college officials on the whole believe that fair or good teachers can be prevented from developing into rusty teachers by "supervision," "administrative leadership," "travel," "advanced study," "research," "sabbatical leaves," and "encouragement by salary increases and security of tenure." Likewise a smaller majority of junior college executives think that rusty teachers can be

rehabilitated through such measures as "change of work or position," "additional study," "salary cuts or loss of tenure," "leaves of absence or transfer to other institutions," and "administrative leadership."

In general, the typical rusty junior college teacher may be said to resemble rather closely the typical rusty senior college teacher as described in the Reed study.

Contrasts Between Desirable Qualifications of Junior and Senior College Teachers

On the whole, junior and senior college administrators agree rather closely as to what constitute the most desirable qualifications for college teaching. A difference in rankings of certain qualifications, however, suggests that certain teaching characteristics are more in demand on the junior college than on the senior college level. For example, the ideal junior college instructor as seen through administrative eyes is one with less specialized knowledge and research ability than thought desirable by the average senior college executive. On the other hand, ability to be popular with students and to inspire students is emphasized more strongly by junior than by senior college officers of administration. Likewise, junior college administrators are less concerned about a teacher's established reputation and his "productivity" than are senior college heads. Potential teaching efficiency is a qualification more highly prized in junior than in senior colleges, as is previous college teaching experience. The ideal junior college instructor is found to be a bit more sympathetic in his attitude toward students but a bit less departmental minded and professionally jealous than if he were on the instructional staff of a senior college. With the few exceptions noted above,

desirable qualifications for junior college instructors may be said to parallel closely those sought by senior college administrators.

Recommendations to Institutions Training College Teachers

The chief challenge confronting institutions engaged in training college teachers, whether for service on the junior or senior level, is that of selecting young men and women who not only possess the desirable qualifications as determined in this and the Reed study, but who also are free from potential rustiness. Both junior and senior college administrators agree that rustiness is their gravest problem in maintaining teaching efficiency. The data in the present study show that rusty teachers are a more serious handicap to instructional efficiency than are inexperienced teachers plus all other causes combined.

Though rustiness is slightly less prevalent among junior college faculties than among senior college teachers, all three groups of participating executives report that an average of 40 per cent of their rusty instructors probably bore earmarks of rustiness when younger. Consequently this question may well be raised: Are college administrators able to recognize these early signs of rustiness, or are they compelled to accept certain potentially rusty teachers in order to fill vacancies? The fact that approximately one third of these potentially rusty teachers are eliminated early in their teaching careers offers a note of encouragement; but what a tremendous waste of human time and energy could be avoided if colleges and universities engaged in training prospective college teachers could, by vocational guidance or otherwise, save the potentially rusty teacher the embarrassment of elimination early in his career. And what a service to higher education

if the potentially rusty instructor were detected in time to save young minds and spirits the torture of wasted hours with a misfit instructor! Unfortunately, the assumption is still rather common that persons who can earn advanced degrees are capable of instructing on the college level. As a result of this assumption, the whole superstructure of higher education is weakened by the deadwood of rustiness.

Furthermore, if by their own estimates, college administrators admit that 10 per cent or more of their faculties are rusty, is it not likely that the actual percentage exceeds that figure? It is human nature for any administrative head to give his own institution the benefit of the doubt. If college students had done the estimating, what percentage of college faculties would have been classified as rusty?

In view of the findings of this as well as the Reed study, institutions engaged in training college teachers for all levels of college instruction should consider shifting their present emphasis on research ability and specialized knowledge as teaching prerequisites, substituting therefor a program designed to select and train young men and women of broad general culture, scholarship, and inspirational ability. College administrators are almost unanimous in rating a sympathetic attitude toward students, the knack of stimulating mental curiosity, a broad (rather than a narrow) knowledge of the subject taught, and a wholesome influence on student morale above research ability and "productivity" as characteristics of highest value in college teaching. Potential teachers, rather than potential research specialists, appear to be the chief need of the typical college faculty.

LIBRARY CORNER STONE

Founders' Day exercises were combined with the laying of the corner

stone of the new Merner-Pfeiffer library at Tennessee Wesleyan College, November 20. The Founders' Day address was given by a graduate of the college of the class of 1891, Judge Xen Hicks, of the federal circuit court of appeals at Cincinnati. The corner stone of the new library was laid by Bishop Paul B. Kern. Music was furnished by the college chorus. A drama in verse, "Legend of Nocatula," was given by the Tewesco players.

BUILDING \$250,000 PLANT

During 1939, a successful campaign was conducted locally to raise funds for a new and much-needed \$250,000 plant to house the increasing student body of St. Petersburg Junior College, Florida. A 25-acre tract on Eaglecrest lake, four miles from the present building, has been transferred to the college by the city. At the front will be the administration section, flanked by classrooms. Physical and chemical laboratories will form the two wings at the ends of the building. Centrally, between the two wings and back of the administration section, will be the auditorium with a seating capacity of approximately 700. Over the administration section will be the library and faculty room. The building will be of modern Spanish architecture, and will cover approximately one-third of an acre. It will be of fire-proof construction, and fitted with a steam heating system.

DISTINCTION FOR WEYLISTER

Weylister Secretarial Junior College, Connecticut, rose from third place last year to first place this year in the rating of secretarial schools and colleges throughout the nation, according to the results of the second annual new type nation-wide shorthand contest held last April.

Remedial Reading for Freshmen

P. MERVILLE LARSON *

A course in remedial reading for college freshmen is described in the following outline.

THE GROUP AND ITS SELECTION

At the opening of the fall semester all college students are given the American Council Psychological Tests, the Cross English Test, and the Nelson-Denny Reading Test. Students rating in the lowest third in the terms of standard scores were assigned to this class, for which two hours' terminal credit was to be given.

Within the first week the Iowa Reading Test Form A, and the Stanford Tests were given for diagnostic purposes.

The Miller-Murray Personality Inventory was given for them to check outside the classroom. While many errors, especially wishful responses, probably entered into this, three-fourths of the class indicated a high degree of egocentricity, and two-thirds were rather definitely introverted.

The Diagnostic Child Study Record was also used to get as complete a picture as possible of the student. This was supplemented by an interest inventory adapted to their needs, inasmuch as the one included in the diagnostic record was pitched on too low a grade level.

According to the Stanford test their reading age ranged from 12.6 to 16.1, their reading grades from 6.7 to 10+. The chronological age of the group ranged from 18 to 22. The percentile distribution for high school seniors indicated a range from the fifth to the

fortieth percentile on the basis of the Iowa Test.

Such variations, and the variations on individual sections of the Iowa Test, necessitated much individual work with the students rather than general blanket assignments.

THE TEACHING METHOD

The first class period was devoted to talking the problem over with the students. Chief objectives of this were to: (1) disabuse them of the idea that they were queer creatures simply because their abilities in one direction were apparently undeveloped; (2) help them build up their self-confidence; (3) discuss the objectives of the course; (4) indicate ways of attaining these objectives.

At this session instructions were also given regarding the method for keeping the reading record. This included title, author, where obtained, date read, pages read, time spent, degree of interest. Each student was to keep such a record of all reading done for this course and all reading not done specifically for other college courses.

It was suggested that each student spend 30 to 45 minutes a day at a regular time rather than the customary two-hour preparation for each class hour. Until the tests were given, it was suggested that the student read things especially interesting to him.

The second and third class sessions were devoted to the administration of the Iowa and Stanford Tests.

At the fourth and fifth meetings of the class, 10-minute individual conferences were held, at which time the de-

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ficiencies indicated in the tests were discussed. Special remedial work was suggested in each case.

For example, those who had vocabulary deficiencies, were asked to keep a record of all words they encountered which they did not understand, together with their definitions. Those who could not grasp paragraph meanings readily were asked to express the central idea in a single sentence. Those whose deficiency was in sentence comprehension were asked to underscore subject and predicate, noting also subordination and coordination.

Because all were more or less deficient in rate, they were asked to spend 10 to 15 minutes on alternate days during which they were to push themselves to read as rapidly as possible. Once a week they were to read from *Liberty*, checking their reading rate against the rate indicated.

The sixth class meeting was devoted to oral reports on the reading assigned earlier. At this meeting each student was assigned to read and report on one of the Public Affairs Pamphlets. The seventh and eighth meetings were devoted to reports and discussion of this material.

A number of subsequent meetings were devoted to similar reports on books, magazine articles, other pamphlets, newspapers and plays. Plays were the least satisfactory for this group. The books and articles were chiefly in fields of student interest. For example, one girl, interested in becoming a hospital technician, read and gave a most interesting report on *Men Against Death* by Paul de Kruif. One of the boys interested in aviation, gave a fascinating report on an article from an aviation magazine.

One day a superficial survey of the class revealed that while most of their

non-school reading was in newspapers, no instruction had ever been given them on how to read a newspaper. Some newspaper reading was assigned and instructions were given on things to watch for and things to guard against. Suggestions were taken from the publications of the Institute for Propaganda Analysis.

Much time was given throughout the semester to individual conferences, checking on progress, and the giving of specific suggestions.

RESULTS

At the end of the semester Form B of the Iowa Test was administered to secure a comparative check on progress. This showed a gain of from 0 to 21 per cent on the senior percentile rating, the median gain being 10 per cent on the scale. At the end of the semester the average standard score for the group was 76, which indicated a 31st percentile rating for seniors, while the score of 70 at the beginning of the semester indicated a 31st percentile rating for sophomores. This might indicate a gain of two years in reading age, though such a conclusion seems unwarranted.

In three cases a preliminary examination indicated a possible need for glasses. Subsequent careful examination by oculists revealed necessity for glasses in two cases, one being a very serious case. Another case involved a tonsillectomy which, according to the doctor, would relieve certain eye strains due to neck muscle strains, which in turn were due to poisons entering the blood stream.

One student, who had apparently achieved average proficiency, was "graduated." It was recommended that all others continue the course for the second semester.

Student records reveal a total of 308 hours of newspaper reading, 200 from magazines, and 217 from books, pamph-

lets, etc., an average of 82.5 hours per student reporting. The average period of reading was 31 minutes, the maximum period three hours, the minimum one minute.

Subjective judgments by the students indicated that they believed their rate and comprehension had generally improved. However, the student making the most gain was skeptical of having made any progress. All professed increased interest and enjoyment in reading.

EVALUATION OF RESULTS

Considering the fact that the class met but twice a week for 50-minute periods, the results have been gratifying in the main. However, one is not naive enough to believe that all the progress is due solely to this course. Increased information gathered from other courses and constant reading for other courses certainly also had their effect.

The probable error in the test might also reduce the apparent gain as measured by the test, but this certainly would not vitiate attitude or interest gains.

A factor which makes one skeptical of accomplishing too much gain is the apparent intelligence of the group. Allowing for modifying factors, inaccuracy of tests, variations in intelligence, a group ranging from the first to the nineteenth percentile cannot be expected to achieve miracles.

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MARY McBRIDE DAY

By proclamation of Governor Lloyd C. Stark, November 22, 1940, was designated as "Mary Margaret McBride Day" in the state of Missouri. The occasion was the celebration in the town of Mexico of "Alumnae Day" at the *Ledger*, well known newspaper published by Mitchell White. Many distinguished newspaper folk whose early careers were spent on the *Ledger* returned to participate. To assist in the celebration several representatives from William Woods College, where Miss McBride was once a student and faculty member, were invited to go to Mexico to participate. Dr. Henry G. Harmon, president of William Woods, appeared in a radio interview program conducted by Curtis Mitchell, editor of *Movie-Radio Guide* and himself a former *Ledger* employee. Miss Fannie Willis Booth, alumnae hostess at William Woods, and a long time friend of Miss McBride, also appeared on the radio program. The William Woods College Glee Club of 31 voices under the direction of Miss Mariana Bing presented three numbers. Miss Betty Baker, senior student at William Woods College, was interviewed over the radio by Mr. Mitchell as representative of the college student body. Mrs. H. Lee Whitlow, director of alumnae activities at William Woods College, accompanied Miss Booth to the event. Mrs. Whitlow was the roommate of Miss McBride during one of her years at William Woods College.

Terminal Courses in Mathematics

R. W. HART*

When one considers terminal courses in junior college, he has in mind the student who does not intend to continue his formal schooling beyond the usual sophomore college year. This means that these terminal courses are not for the future advanced student in senior college or graduate work, or the research worker, or the highly trained specialist, but they are for that large group of citizens whose stations in life are somewhere between that of the unskilled laborer and the professional man or woman. This group has too often been neglected in our educational system. In building curricula both in high school and in junior college most of the emphasis has been placed upon the needs of the student who is studying for the baccalaureate degree.

The popularity of the junior college during the past two decades and the tendency of many four-year colleges to make a distinct division between junior and senior college have paved the way for terminal courses in junior college. Some progress has already been made in such fields as commerce, home economics, and certain trade courses; other departments could offer work which would be just as attractive and practical. Many of these courses would not be acceptable for entrance to senior college, but they would be of more benefit to the student who drops out of college at the end of the second year than courses that are intended to be prerequisites for advanced study.

In constructing terminal courses in

mathematics, the future vocations of the individuals should be the governing factor. These students will hold such positions as skilled tradesmen, shop foremen, draftsmen, mine foremen, insurance salesmen, business men, etc. They will very seldom, if ever, be called upon to solve a problem in calculus or analytical geometry, nor will they use much of the college algebra and trigonometry that is taught in the usual college courses in mathematics. However, they need some mathematics, and they will be handicapped if they do not learn it somewhere. The purpose of this article is to point out some of the topics in mathematics that should be a part of the equipment of these students who will be interested in terminal courses in junior college.

ARITHMETIC

Of course all college students have had at least eight years of arithmetic, but they have not acquired the skill and self-confidence to perform the fundamental operations with numbers, which are desirable. Anyone who intends to use arithmetic in his vocation should learn to set up his problems completely before beginning to add, subtract, multiply, or divide, and he should know how to simplify his work by such methods as cancellation and factoring.

As an illustration, take the problem that appears periodically on college campuses: If the circumference of the earth at the equator is increased by three feet, how much is the radius increased? Most college students would solve this problem by multiplying 4000 by 5280 to obtain the earth's radius in feet; then they

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would multiply this result by two times pi to get the earth's circumference. Adding three would give the new circumference; the radius would be found by dividing this result by two times pi after which the required answer would be obtained by subtracting the earth's radius in feet. If this same problem is set up completely and simplified by canceling common factors and combining terms, it is discovered that the only computation necessary to get the final result is merely to divide three by two times pi. This is a typical example of many problems where much laborious computation can be avoided by applying a knowledge of the principles of arithmetic. Acquiring this skill is difficult for the pupil in the elementary grades, but after a person has had some algebra, it should follow easily. In the present junior college curriculum in mathematics, there is no place for emphasizing the development of proficiency in the handling of numbers. This could be taken care of in a terminal course.

Arithmetic is a powerful tool for the practical man when it is understood. It is surprising to see many skilled workers who, by using only methods of arithmetic, solve problems which we feel belong in the field of algebra. With the old rule of three and a mastery of percentage and interest, the eighth grade graduate a half century ago was able to meet the competition of his day and earn a place for himself in the business or professional world. Today with the increasing number of high school and college graduates, he needs more mathematics than is found in arithmetic to enable him to progress in this present scientific and industrial age; hence, our terminal courses in junior college mathematics should include other subjects than arithmetic.

ALGEBRA

The algebra used by the junior college graduate consists chiefly in the use of formulas, solving simple equations derived by substitution in formulas, and in understanding such algebraic processes as will be found in the literature pertaining to his vocation. Thus in a terminal course in algebra, many topics could be omitted that are now found in the usual courses in college mathematics. A study of a college algebra text will reveal that most of the material offered is presented because it is needed in higher courses in mathematics intended for the four year college student. This is true of most of the factoring, the use of complicated algebraic expressions involving unusual fractions, radicals and exponents, the theory of equations, determinants, simultaneous quadratics, and other topics easily recognized by the one who is familiar with the needs of that class of workers for whom terminal courses in junior college are planned.

Formulas play such a large role in the practical man's mathematics that he would be justified in spending some time in learning to use them. A formula is an algebraic equation and to use it intelligently one must understand the elementary laws of algebra which are used in the solution of equations. This involves the laws of multiplication, division, addition, subtraction, removal of parentheses, clearing of fractions, and many other principles that are used to solve simple equations. Of course, many people use formulas without having the knowledge of algebra, but their work is made more difficult because of this handicap. A formula may be an expressed relation of several quantities, and if the values of all except one are known, that can be found by the laws of algebra. Without algebra it is nec-

essary to have several different equations, each of which is solved for a particular quantity. Training of this kind in algebra is also valuable as an aid to the teaching of the laws of arithmetic. The two could be taught simultaneously.

Literature on elementary technical subjects is difficult to understand without some training in algebra. This training should consist not only of work with the elementary processes of reckoning, but should also include some use of abstract thinking. A whole new field is opened to the student when he learns to use the letters to represent quantities; hence, this part of algebra should not be neglected. A terminal course in algebra should so prepare the individual that he can continue study in his chosen field after he leaves school.

GEOMETRY

Some knowledge of the propositions of elementary geometry is useful to the skilled worker and is a necessity in certain trades such as sheet metal work and surveying. The geometry given in the senior high school is sufficient for most people. Construction problems are practical, though they should not be limited to the use of the ruler and compass as in pure geometry. In the shop and the drafting room, measuring scales, steel squares, protractors, and various other instruments are used in laying out work. Methods of using these tools could very well be taught to the student who wants practical applications of mathematics.

Mensuration of plane and solid figures should be included in terminal courses. Here again is an opportunity to develop skill in arithmetical computations and use of formulas.

Laboratory work can be made an interesting part of the teaching of practical geometry in which measurements are

made and theoretical propositions are applied. The use of measuring instruments can be taught in finding areas and volumes. Elementary surveying problems make excellent material for this work.

TRIGONOMETRY

For the terminal course in trigonometry much of the work that is now offered in the usual college course could be omitted, such as trigonometric identities, equations, and several solutions of the oblique triangle. Logarithmic solutions may also be omitted. It will be sufficient to teach the definitions of the six trigonometric functions, the solutions of the right triangle, the law of sines, and the law of cosines. This will equip the student to handle practically all the problems that he will meet, even in such fields as surveying and drafting.

MATHEMATICS OF INVESTMENTS

This is a subject which is a terminal course as it is now taught in most colleges. The information offered here should be obtained by everyone because it deals with problems that all persons meet when they earn and spend money. This course deals with such topics as interest, discount, annuities, installment buying, building and loan associations, sinking funds, and life insurance. It is inconceivable that a person could go through a normal life without having to deal with some of the problems considered in this course.

Installment buying is very common today; yet a large percent of the people who buy on the so-called easy payments plan do not know how to calculate the rate of interest that they are paying. The use of tables for finding compound interest and compound discount is simple and easy to learn; yet many people do not know that such tables are available.

The determination of life insurance premiums seems to the average citizen

to belong to the realm of higher mathematics; yet this is taught regularly to college sophomores. A study of this subject creates a better attitude toward insurance and retirement plans and leads to a more intelligent choice in the kind of policy that one may buy. The insurance salesman would receive information from a course such as this which would help him in his vocation.

THE USE OF TABLES

So much practical work in the shop and the office is now done by tables that more emphasis should be given to this subject in schools. Tables are now published in nearly every field of applied work to lessen the amount of calculations. Handbooks for the different kinds of engineers and tradesmen contain tables useful in their particular work. In designing concrete and steel structures, navigating ships, calculating interest, laying out railroad or highway curves, and in numerous other fields the use of tables is so helpful that the worker would not attempt to be without them.

The use of tables is now taught in such courses as trigonometry and mathematics of investments, and students taking these courses receive some good training in the use of tables. For those who do not study these subjects some instruction should be given in interpolation under the different conditions that may be found in various tables.

The use of charts and graphs is quite similar to the use of tables, and complicated calculations can often be avoided by using charts. These aids are now published for use in many specialized fields, such as the designing of heating and cooling systems. Of course, these tables and charts do not solve the whole problem that an engineer may be working on, but they do cut down the labor considerably.

GRAPHICAL METHODS

Many problems in applied work do not require a high degree of accuracy, and their solutions can often be found by scale drawings. This is well illustrated by dead reckoning in navigating airplanes. The direction of the wind and the course of the plane are measured to the nearest degree, and, if the velocity or the distance is obtained to the nearest mile, that is close enough. A common problem in this field is the solution of an oblique triangle, when two sides and the included angle are given. This can be done by making a scale drawing with an ordinary protractor and a scale. A certain amount of skill is required to construct these drawings, but this is easily acquired.

Graphical methods are used in many civil and mechanical engineering problems. The four year engineering student learns these methods when he studies such courses as graphic statics; some of this work could be introduced in a terminal course in junior college mathematics.

It is not advisable to teach all of the subjects mentioned here as separate courses. The course in mathematics of investments should be kept separate, and the others could be offered in one five hour course or two three hour courses. Enough time should be allowed for the student to really master each topic that is taught, instead of hurrying along as in a survey course.

Since the time is now ripe for some pioneering in junior college terminal courses, it is hoped that these suggestions may be of some help in outlining the desirable work in mathematics. These recommendations come from experience with college students and contacts with workers in various practical fields where mathematics is used.

Secretarial Training at Woodrow Wilson

PHYLLIS M. CONKEY*

Wilson Junior College is one of three municipal junior colleges in Chicago. These three colleges serve between six and seven thousand students. At Wilson the enrollment recently has been 2,200.

Perhaps an explanation of the organization of these colleges may help to an understanding of their particular problems. Work is done on the semester basis. Students must complete successfully 60 semester hours of work to obtain their junior college certificates. They must also secure credit in physical education for four semesters. All students must complete six semester hours in English composition.

The survey system of courses is used, and 24 semester hours are required in social science, biological science, humanities, and physical science. English, social science and biological science are usually completed in the first year, with humanities and physical science in the second year. There are comprehensive examinations on completion of each year's work in English and the surveys. These courses cannot be considered as other than very difficult, and while this organization offers a splendid background of information and culture, it does limit the volume of work that can be done in the elective fields.

There are 30 semester hours left for secretarial training. These are used for skills, and business background so necessary to secretarial workers. The background subjects considered most essential are Introduction to Business, 3 semester hours; Business Mathematics,

3 semester hours; Accounting, 6 semester hours; Business Letter Writing, 3 semester hours. These leave 15 semester hours for secretarial skills. We really use about 21 hours for these skills, since normally students are allowed to register for 17 hours of work each semester, and therefore graduate with more than 60 hours of credit.

One important factor in the efficient operation of a secretarial department is accurate placement of incoming students who have had previous shorthand and typing experience. Since standards are not uniform at all schools, we administer tests to each student to determine which of our courses will best fit his ability. These placement tests are scheduled for every afternoon during registration week, and when students have completed their work they are asked to return the following morning for registration.

Since we give detailed consideration to each student's problems and educational background, some of the most helpful counseling occurs at registration time. In addition to this, a secretarial instructor is available for counseling one period a day throughout the year.

There are two instructors in the department, with an enrollment of 150. The courses are all offered each semester.

The two typewriting courses meet five days a week, each with credit of two semester hours. For the first few weeks, the beginning course is conducted largely by the demonstration method. At the end of the first week students type with some degree of facility phrases and short sentences in which the most frequently used letters occur. Students are

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not allowed to type at a slower rate than 20 words a minute. In the eighth week students are typing short business letters, with emphasis on form. A rate of 25 words a minute is required at the end of this course.

The second semester of typewriting stresses business forms, rough draft and tabulation work. Centering is taught in the first course, and in the second we proceed with difficult tabulation material. Practice in the operation of the mimeograph is given. The business letter practice is on longer and more complicated letters than those included in the first course. We also have regular spelling lessons, which give direct dictation drill. At the end of this semester a speed of 40 words a minute is required.

The beginning class in shorthand meets five days a week, with credit of four semester hours. Extensive practice in reading and writing common-word material (chiefly first 1,000 words) is given, with emphasis on principles that must be mastered if students are to have an understanding of their system of shorthand. Ability to take dictation at 50 words a minute is required at the end of the course.

The intermediate course is one in transcription which meets two periods daily, four days a week, with credit of four semester hours. The work is not so much a review of shorthand theory of the first semester, as a development of that theory into the needed transcription power. Ability to take dictation at 80 words a minute for five minutes, with transcription at 20 words a minute, is required to obtain credit in this course.

The final transcription course also meets two periods daily, four days a week, with credit of four semester hours. Dictation is begun at 80 words a minute, and speed is built up to 125 words a

minute on five-minute material. Toward the end of the semester this material is usually in the form of articles, since a series of letters for five minutes does not offer the same degree of difficulty. Transcription at the end of the semester must be at the rate of 25 words a minute.

A secretarial practice course is offered to third semester students. Work of this kind is ideally presented on a laboratory basis, but this is not possible with us since the class meets only three times a week, with credit of three semester hours. We discuss and work out problems in business personality, attitudes, responsibility, loyalty, as well as in all the other phases of secretarial work. We have an adequate reference library to serve as background for this course. Extensive drill is given in filing, and usually several students earn the final certificate presented by the American Institute of Filing for the complete filing course. It may be observed that we give some concern to our spelling problem, since we teach it directly in this course, as well as in the intermediate typewriting class. One of the most common criticisms made by business men of beginning stenographers is of their inability to spell.

In their final semester, students may register in the office machines class, with credit of two semester hours. This class meets five days a week, and is laboratory in character. Students work on all the most common office machines, including several types of calculators, and Ditto. The emphasis is not on a high degree of skill on each machine, but on intelligent manipulation. Considerable proficiency is usually developed on the Dictaphone.

This year we are entering practically our entire advanced dictation class, as well as Dictaphone operators from the office machine class, in the National

Clerical Ability tests. The preparation for these tests, and participation in them are extremely valuable in several ways:

1. The tests constitute a powerful motivating force. While students are self-motivated, to a large extent, as they near the period of employment, nevertheless there is a tendency to give all possible time to study for the difficult comprehensive examinations at the end of the second year. The clerical tests keep their attention focused on their employment objective, and also make them realize that they must have, in addition to certain skills, a wide general background of business information.

2. These tests aid in adjusting students to office situations, since they require two full days for their administration. Even two days' work under pressure on office problems develops power.

3. Students are required to follow accurately very detailed directions in the tests. Young people often do not excel in this ability. In this objective manner they are made to appreciate the importance of this capacity.

4. Participants gain experience in pre-employment tests. Many large Chicago companies ask prospective employees to qualify through such tests.

5. This year each teacher entering students will receive a report showing individual ratings in each division of the testing program. This may be the basis for effective remedial work.

All the points discussed above are helpful to students, whether they obtain certificates or not. However, if they are successful, they have then a certificate of proficiency to submit to prospective employers.

TEXTILES AT BELMONT ABBEY

Belmont Abbey College, North Carolina, is located in a textile community in which there are more than a hundred cotton mills. While continuing to emphasize liberal arts education, the college is also planning to meet more definitely the needs of many young people who will go directly into the mills. The college is requesting the manufacturers to cooperate in the development of a general textile terminal course which will have a broad liberal cultural educational background. Plans are being

developed for a building that will demonstrate the whole textile process with practical instructors who will teach the essential elements of the textile industry. The purpose of the course will not be textile engineering but a very practical course in which students who eventually go into some phase of the textile industry will receive an intelligent and broad view of the entire textile field as well as acquiring specific skills in some branch of it.

POLICE TRAINING

Policemen go to school too. Twice a week, on Tuesday afternoons and evenings, 130 Riverside, California, city peace officers attend classes at the Riverside Junior College. All subjects in the police field are studied by the officers. The course is divided into two parts, primary and advanced. One hundred and twenty officers received diplomas recently signifying that they had completed the 48 weeks primary course and were ready for advanced work. Among the subjects studied in the primary course are note taking, making of reports, preliminary investigations, and self-defense. These subjects are expanded and extended in the advanced course, in which national defense, law, fingerprint science, and photography are a few of the subjects undertaken.

HILLYER ENROLLMENT

Enrollment figures released by the college office indicate that Hillyer Junior College, Connecticut, is beginning a record year. Although complete figures are not yet available, it is expected that by the end of the enrollment period the number of students attending both the day and evening classes will be close to 1,000. This will be considerably in excess of last year's figure of 775 students.

Journalism in the Junior College

RUSSELL A. McCORMAC *

Since the junior college is assuming an increasingly important place in our American educational picture, the functions of journalism, as an aid to the establishment of the ideal junior college community, are also becoming more significant. Individuals and social groups within a given community are looking increasingly to the junior college for the kind of cultural and traditional leadership that heretofore has been supplied, if at all, by the high school. Thus, the junior college must so organize its journalism department that its results will become immediately effective within the community.

The initial scrutiny should be directed toward the journalism course which is being offered in the junior college. The fact is more or less patent that the journalism course should not be of a terminal nature. The reasons for this opinion may be quickly enumerated. In the first place, the student is much too unprepared mentally to begin preparation for a vocation that is so definitely specialized and professional. We should be exploiting the student if we held out to him the promise of effective performance in the vocation as a result of his junior college training in journalism. From time to time I have in my classes or on the staff of the newspaper a student who has natural talent for the vocation. Possibly he might compete rather well with graduates from the professional schools of journalism. But he is a very rare bird in any junior college.

In the second place, the teaching

personnel for journalism in many junior colleges is unqualified for directing a course in vocational journalism. The work frequently falls upon some member of the social science or English department who more or less willingly undertakes the task until the opportunity for sloughing it off presents itself. A vocational course would doubtless necessitate the employment of a highly trained instructor, the results of whose work would be much open to conjecture. Finally there is the thought of the already existing oversupply of thoroughly trained and talented journalists who are jobless today and quite likely to remain so. For the junior college to accept the responsibility for adding to the confusion in the employment market would seem to be unwise at this time. This leads to the question: What type of course is most efficacious for our present need?

It would be equally fallacious to insist that journalism in the junior college should be wholly cultural with all vocational emphasis carefully excluded. Cultural objectives may bear the basic emphasis; but the fact remains, nevertheless, that as many as 75 per cent of our students conclude their formal training with their junior college diplomas. We must not, therefore, wholly exclude the vocational from our course. The best service, perhaps, can be rendered by combining cultural and vocational objectives. As regards the cultural, the student should be taught to interpret news values, to detect propaganda and news slanting, to write objectively and creatively, to find his way intelligently

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and swiftly among the columns of newspapers and the articles of magazines. Vocationally, he should be taught to write the basic types, such as quote, fact, and action stories, to write leads, to dummy up a page, to compose heads and select head types, to understand the terminology and organization of the printing plant. (The above objectives are merely suggestive and by no means comprehensive.) Thus, the first function of journalism in the junior college is to provide cultural and vocational training in the subject matter of the course.

The second function is to provide a college paper. The task doubtless devolves upon the journalism department to produce a creditable publication since all college newspapers are receiving an increasing share of attention both on the campuses and among the communities. Indeed, the junior college is likely to be judged quite largely by the quality of its newspaper. When one sees among the exchanges a publication that is slovenly and inadequate, one is likely to conclude that the institution which produced it is lackadaisical and ineffective in its leadership. A paper that is lively and comprehensive breathes the spirit of progress. Within the staff of the paper, the student experiences a strong motivation to write both objectively and creatively. He is assigned the task of garnering and evaluating information that is significant to the junior college community, or he may exert himself creatively for feature and literary pages. Students who groan over the task of producing the weekly theme for their English courses will often enthusiastically write whole columns for their newspaper. It follows that in the future this second function of journalism in the junior college will become even more important.

The third function is to provide lead-

ership in college customs—both new and established. The junior college is a relatively new institution. Few can boast of time-hallowed traditions. This present status causes no little embarrassment to many junior college faculties and administrators. Upon finishing high school, students are frequently bored with the routine and the rigidity of adolescent education. They wish for the freshening, vitalizing influence of a thoroughly adult environment; and they anticipate that experience in the college level. If they attend the junior college, they frequently are disillusioned by the non-collegiate atmosphere that prevails on many campuses. The journalism department with its newspaper as a publicity organ is excellently qualified for leadership in the establishment of traditions that will add the magic touch of maturity. A homecoming for the old grads at football time is always enthusiastically received by students and alumni alike. Perhaps the celebration should include a bonfire rally, a pep meeting in the auditorium or on the campus, a parade, a homecoming dance. Regardless of the character the custom is to assume, the staff of the newspaper is in a position to sponsor the occasion effectively. Established traditions also need attention if they are to be significant in the minds of the freshmen. The college paper publicizes the traditional *do's* and *don't's* of the institution and thus performs a function which otherwise might require several semesters for the deans and the student council to make emphatic.

The final function of journalism in the junior college is to provide a public relations medium. Here again the college newspaper plays a major role. It is the college newspaper that introduces publicity into the homes of the parents. It is the newspaper that pub-

licizes the college among the high schools of the community and among the junior colleges with which the paper has an exchange relationship. There are so many possibilities in this function of public relations that I can do little more than enumerate them. Concerts, lectures, forums, radio broadcasts, movie reels, exhibits: these are some of the more obvious methods. Other more subtle methods lie in conventions, educational association meetings, "open house" sessions, special days, etc. At present a method that is meeting with considerable favor is the vocational day, on which representatives from the vocations and professions in the college community conduct seminars before various student groups. With proper leadership there is no limit to the good results that can be accomplished.

These four functions of journalism in the junior college—to provide training in the subject matter of journalism, to provide a college paper, to provide leadership in college customs, both new and established, and to provide a public relations medium—are not only pertinent but imperative if the junior college is to attain a position of prominence in American society.

PLANS IN ALASKA

Plans are being considered for the establishment of a public junior college at Ketchikan, Alaska. Alaska has now but a single institution of higher education, the University of Alaska, located at Fairbanks, which is six days travel, 1565 miles, from Ketchikan—as far as Denver is from New York! The need for educational facilities nearer at home for the graduates of Ketchikan high school is obvious. Ketchikan is the second largest city in the territory, Juneau, the capital, being the first. A study some years ago by the Commis-

sioner of Education of Alaska showed that Juneau and Ketchikan were the two most feasible and desirable locations for junior colleges in Alaska.

DEFENSE COUNCIL ORGANIZED

At Los Angeles City College a defense council consisting of 12 members of the faculty has been organized. Objectives and functions which the council will use as guides are stated as follows:

1. To consider what type of curricula shall be offered in the future, our present long-range policy, or shortened, specialized periods of training which would prepare students for work in the national defense program.
2. To support a policy of maintaining our present educational program as contributory to the defense program.
3. To render unbiased judgment on any conflicting demands for national defense activities which may be made. An example of this is the R.O.T.C. controversy.
4. To give a balanced judgment on any steps that may be taken by City College when responding to the national defense program by offering short periods of specialized training for the defense program, such as special courses in trigonometry, radio repair and maintenance, drafting, X-ray, and secretarial.
5. To assist in directing City College activities into constructive channels for national defense.

HOME ECONOMICS AT KEYSTONE

Scranton - Keystone Junior College, Pennsylvania, is offering this fall for the first time, a home economics terminal course. General background material, in addition to the practical study itself, is given in the course, which will prepare graduates for hotel, restaurant, and hospital opportunities.

RIVERSIDE EXPANSION

Plans are being developed for organization of a junior college in September, 1941, at Riverside Military Academy. Riverside is a privately controlled military school, supervised by the United States war department, located at Gainesville, Georgia. It also conducts a winter term at Hollywood-by-the-Sea, Florida.

Effect of Foreign Accent on Speech Progress

MARY EILEEN ASSELTINE *

This study was set up to discover: (1) whether or not the junior college speech student with a foreign accent obtains as good results in a beginning speech course as a junior college speech student without such an accent; and (2) if a handicap exists, how great it is.

In order to make the study, data were obtained at Virginia Junior College over a period of two college years. The students were fairly representative Virginia Junior College sophomores, as indicated by standard tests. No remedial work in speech was given, aside from that in the regular course.¹

Three standards for judging college performance were used as bases for comparing the grades in public speaking of the foreign-accent group with those of the group without such an accent. These bases were (1) the honor point average secured by the students during their enrollment at Virginia; (2) the intelligence quotient, as indicated by Terman or Kuhlmann Standard Tests; (3) the college aptitude test rating as shown by the Minnesota College Aptitude Tests.²

In order to check the normalcy of the sampling, the honor point average of 230 graduating sophomores, including students from all curricula offered at Virginia Junior College, was compared

with the honor point average of the 53 cases selected for the speech study. In the general group of 230 the following accents were found:

Measure	Sophomores 230	Speech group 53
Number	230	53
Maximum	2.84	2.81
Upper quartile	1.65	1.73
Median	1.24	1.34
Mean	1.32	1.39
Lower quartile	.94	.91
Minimum	.41	.41

These figures indicate that the smaller or speech group was a fair sample.

The 53 speech students were then divided on the basis of foreign accent, 25 showing no accent and 28 showing some type of foreign accent.³ It is interesting to notice that only one of the 28 students with a foreign accent had reported in his speech history that he used an accent. One questioned whether or not he had an accent, and one stated that he hoped not. In other words, 25 of 28 definitely stated that they did not use an accent. Yet when the group was analyzed the following varieties of accents were found:

Accent	Number of students
Finnish	7
Italian	5
Jugoslavian	3
Swedish	3
Norwegian	3
German	2
Finnish-Scandinavian	2
Finnish-Swedish	1
Norwegian-Danish	1
Greek	1

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¹ This course, listed as Public Speaking 1 and 2, meets three hours a week for one year and is a course in fundamentals of speech, not a course in public speaking.

² Intelligence quotients, college aptitude ratings, and honor point averages were not known by the instructor until after the entire course was completed.

³ Whether or not a student had an accent was determined by the instructor during the first week's class work by means of a special test read by each student. This test included all English sounds and had questionable sounds in initial, final, and medial positions.

The foreign-accent group and the non-accent group were studied separately by four different methods.

1. A study of speech grades for the two groups showed the following differences:

Measure	Non-accent group	Foreign-accent group
Maximum	96	90
Upper quartile	90	86
Median	88	82
Mean	87	83
Lower quartile	83	81
Minimum	76	75

In every case the points of comparison (mean, median, and quartiles) are lower for the foreign-accent group; both the interquartile range and the total range are smaller for the foreign-accent group.

2. An analysis of the honor point average and its relation to public speaking grades may be summarized as follows:

Measure	Non-accent group	Foreign-accent group
Maximum	2.70	2.81
Upper quartile	2.05	1.61
Median	1.38	1.24
Mean	1.49	1.31
Lower quartile	.80	.98
Minimum	.57	.41
Correlation with grades in public speaking	.80	.52

The correlation is moderately high in the non-accent group, somewhat lower for the foreign-accent group. The range for the foreign-accent group is greater, and in every instance except the lower quartile the points of comparison are lower for the foreign-accent group. If the two groups are of average intelligence this would seem to indicate that the foreign-accent student performs less effectively in the beginning speech class than the non-accent student.

3. A similar analysis of the intelligence quotient and its relation to public speaking grades is as follows:

Measure	Non-accent group	Foreign-accent group
Maximum	135	130
Upper quartile	119	114
Median	114	108
Mean	113	108
Lower quartile	109	100
Minimum	86	83

Correlation with grades in public speaking .59 .40

All levels above the lower quartile are lower for the foreign-accent group, and the correlation is also somewhat lower.

4. A fourth analysis was made of college aptitude rating and its relation to public speaking grades, since some educators feel that the college aptitude rating is a better indication of probable college success than the intelligence quotient. Results are summarized below:

Measure	Non-accent group	Foreign-accent group
Maximum	95	98
Upper quartile	80	69
Median	75	59
Mean	65	55
Lower quartile	44	42
Minimum	19	16
Correlation with grades in public speaking	.75	.51

The correlation again is lower for the foreign-accent group, and at all but one point the scores at the different levels are lower for the foreign-accent group.

For both groups of students the correlation with the honor point average and with the college aptitude rating is high enough to be significant, but better prediction is possible for the non-accent students. For both groups the correlation with the intelligence quotient is the lowest; here again the foreign-accent group is significantly lower than the non-accent group.

This study, although based upon a comparatively small number of cases, tends to indicate:

1. It is less possible to predict by means of intelligence quotients, college

aptitude rating, and honor point average the performance in public speaking of a junior college student with a foreign accent than of one without such an accent. In other words, the foreign-accent student tends to react less definitely according to the accepted pattern.

2. The foreign-accent student reacts less advantageously in public speaking than the student without a foreign accent. In other words, foreign accent must be recognized as a handicap to speech progress.

3. Foreign-accent students tend to be more in the middle of the group than the students without an accent. Few students with an accent—regardless of intelligence quotient, college aptitude rating, and honor point averages—are able to achieve a high degree of success in the junior college speech course, though on the lower level of accomplishment their handicap does not seem to be proportionately great.

PRACTICE ADVERTISING FIRM

Each year something distinctive and different happens at Lasell Junior College, Massachusetts, in one course or another. This year Mrs. Kay Peterson Parker has under her direction six senior girls who call themselves Advertising Inc. (Ink), and act as a regular advertising firm. Advertising Inc., handles fictitious accounts in laying out an advertising campaign. In addition to these fictitious accounts they are open for business in actual accounts at Lasell—handling the advertising problems of various school organizations. At present they are doing advertising work for the 1941 *Lamp*. The reason they are taking the school accounts is to enable them to measure the results of an actual campaign in advertising. They plan to handle five accounts at a time in accordance with real advertising practice.

Two of the girls handle the art work of the firm, while the rest of the girls act as executives, handle layout, and in general shift around to get an adequate picture of an advertising organization. —*Lasell News*.

AVIATION REQUIREMENTS

A change of much importance to junior colleges which are offering the secondary course in the civilian pilot training program was announced by the Civil Aeronautics Administration at Washington December 12. The regulations in effect up to that time required students entering this course to have *completed* two years of college work, thus effectually preventing regular junior college sophomores from enrolling in the aviation program until after their graduation. The new regulations permit students to enroll in the secondary (advanced) training program while they are still regular junior college students. Prerequisites for the secondary courses are now stated as follows:

Applicants must hold active private pilot certificates obtained in the Private Course of the Civilian Pilot Training Program, must have attained their 19th but not their 26th birthday, and must meet the requirements for a Commercial CPT flight physical examination and in addition pass a complete eye examination which includes refraction. Upon completion of the Secondary Course they must also have satisfactorily completed one-half or more of the necessary credits leading to a degree which normally requires four years' work in an institution whose credits are accepted by the United States Army or Navy from applicants for flight training.

MEDICAL HYGIENISTS

Evanston Collegiate Institute, Illinois, has introduced this year a new terminal curriculum designed to train medical hygienists. This work is in charge of Miss Ardel Janson, laboratory technician.

Reports and Discussion

DIRECTORY OF SOCIETIES

For the past six years the January issue of the *Junior College Journal* has contained a directory of national junior college honor societies and social fraternities and sororities. This feature has proved to be of sufficient value to warrant revision of it annually for publication in the directory number of the *Journal*.

Replies were received to requests for information from some responsible officer of each of the organizations listed below except Rho Delta Epsilon and Kappa Delta Phi. The information for these organizations is repeated from *American Junior Colleges*.

Below will be found pertinent information concerning eight national honor societies and six national social organizations, the arrangement in each group being alphabetical.

HONORARY SOCIETIES

Alpha Mu Gamma

Collegiate foreign language honorary society

Organized—1931; international, 1934

Existing chapters—14

President—MEYER KRAKOWSKI, Los Angeles City College, Los Angeles, California

Corresponding Secretary—LOREN M. HENDRICKSON, Los Angeles City College, Los Angeles, California

Executive Secretary—STELLA LOVERING, Los Angeles City College, Los Angeles, California

Publication—*Alpha Mu Gamma Scroll*, published semiannually; editor, HELEN SCHACKET; advisor, STELLA LOVERING

Inquiries should be addressed to the corresponding secretary

Alpha Pi Epsilon

Honorary secretarial society

Organized—1933

Existing chapters—14

President—GEORGE LARSON, Larson Junior College, New Haven, Connecticut

Secretary—HELEN MCKELVEY, Los Angeles City College, Los Angeles, California

Publication—*Alpha Pi Epsilon Notes*, published annually; editor, LOGAN HART

Inquiries should be addressed to FLORENCE M. MANNING, 856 North Edgemont Street, Los Angeles, California

Beta Phi Gamma

National honorary coeducational journalistic fraternity, affiliated with Alpha Phi Gamma, national senior college coeducational journalistic fraternity

Organized—1933

Existing chapters—17

President—DR. GEORGE C. BOOTH, Long Beach Junior College, Long Beach, California

Executive Secretary—MRS. GLENN B. MERRYFIELD, San Bernardino Valley Junior College, San Bernardino, California

Publication—*The Mouthpiece; Black and White*, official publication of both junior and senior college fraternities

Inquiries should be addressed to the executive secretary

Delta Psi Omega

Honorary dramatic fraternity

Organized—1927

Existing chapters—137

President—IRENE CHILDREY HOCH, Modesto Junior College, Modesto, California

Secretary—PAUL F. OPP, Box 347, Fairmont, West Virginia

Publication—*The Playbill of Delta Psi Omega*, published annually (autumn); editor, PAUL F. OPP.

Inquiries should be addressed to the secretary

Phi Rho Pi

Forensic honorary society, affiliated with Tau Kappa Alpha and Pi Kappa Delta, national senior college forensic societies

Organized—1928

Existing chapters—90

President—RAYMOND P. KROGGER, State Department of Education, Jefferson City, Missouri

Secretary—SYLVIA D. (Mrs. C. E.) MARINER, Britton, Oklahoma

Publications—*Phi Rho Pi Persuader*, published monthly; editor, WILLIAM EVANS, Pasadena Junior College, Pasadena, California; *The Speaker*, official publication of both junior and senior societies

Inquiries should be addressed to the secretary

Phi Theta Kappa

General scholastic honorary society

Organized—1918; officially approved by the American Association of Junior Colleges, 1929

Existing chapters—82

President—HOWARD POLLOCK, Harrison-Stone-Jackson Junior College, Perkinston, Mississippi

Secretary—MRS. MARGARET MOSAL, Canton, Mississippi

Publication—*The Golden Key of Phi Theta Kappa*, published quarterly; editor, HARRY ROWLAND, Jordan Printing Company, Little Rock, Arkansas

Inquiries should be addressed to the secretary

Rho Delta Epsilon

Political science honorary society

Organized—1931

Existing chapters—four active; one alumni

President—DAVID FAIRBROTHER, 205 E. Fairview Boulevard, Inglewood, California

Secretary—JANE KNOX, 1114 N. Madison, Los Angeles, California

Inquiries should be addressed to the secretary

(Information taken from *American Junior Colleges*.)

Zeta Sigma Pi

Social science honorary fraternity, junior and senior colleges

Organized—1935

Existing chapters—24, of which six are in junior colleges

Honorary President—ROSCOE PULLIAM, president of Southern Illinois State Normal University, Carbondale, Illinois

Executive Secretary—R. D. MACNITT, Wilmington College, Wilmington, Ohio

Publications—*Blue and Gold*, published annually; *Zeta Sigma Pi News*, published monthly

Inquiries should be addressed to the executive secretary

SOCIAL ORGANIZATIONS

National Junior College Panhellenic

A federation of the six national social fraternities and sororities in the junior college field

Organized—1914

Executive Chairman—ESTHER L. MCBRIDE, 325 W. Washington Street, Chicago, Illinois

Secretary-Treasurer—MRS. ANTHONY E. BOTT, 1317 Pennsylvania Avenue, East St. Louis, Illinois

Six standing committees, with chairmen as follows:

Eligibility and Nationalization—ESTHER

L. McBRIDE, 325 W. Washington Street, Chicago, Illinois
 Scholarship Standards Survey — MRS. ANTHONY E. BOTT, 1317 Pennsylvania Avenue, East St. Louis, Illinois
 College Panhellenic—MRS. BERT WALLACE, 712 W. 22nd Street, Kearney, Nebraska

Social Conditions on Campus—MRS. WILLIAM H. RANDALL, 202 South Pendleton, Independence, Missouri
 Alumni Relations—EDWARD R. MCGUIRE, 2534 West 83rd Street, Chicago, Illinois

Publication—*The Panhellenic Bulletin*, published annually
 Inquiries should be addressed to the executive chairman

Eta Upsilon Gamma

Organized—1901
 Existing chapters—10 active; 10 alumnae

President—ESTHER L. McBRIDE, 325 W. Washington Street, Chicago, Illinois
 Secretary—MRS. WILL K. NORTON, 495 Oakley Drive, Shreveport, Louisiana
 Publications—*The Adamas*, published annually; editor, MRS. SIM B. COMFORT, 657 W. Frisco Avenue, Webster Groves, Missouri; *Information Sheet*, published annually; editor, ESTHER L. McBRIDE

Inquiries should be addressed to the president

Kappa Delta Phi

Organized—1921
 Existing chapters—three active; six inactive

President—MRS. BENJAMIN E. JACOBY, 2038 Cornell Road, Cleveland, Ohio
 Secretary—ANN L. MAMMELE, 2714 Harrison Street, Wilmington, Delaware

Publications—*The Torch*, published annually; *The Eagle's Wings*, published semiannually; editor, ROSELLA WAL-

TER, 259 S. Washington Street, Tiffin, Ohio

Inquiries should be addressed to the president
 (Information taken from *American Junior Colleges*.)

Phi Sigma Nu

Organized—1927

Existing chapters—three active; one alumni

President—EDWARD R. MCGUIRE, 2534 West 83rd Street, Chicago, Illinois

Secretary—B. NISLE MEYER, 142 Arlington Avenue, Jersey City, New Jersey

Publication—*The Phi Sigma Nu*, published semiannually; co-editors, SHERMAN KEELY, JR., 1052 N. Harding Avenue, Chicago, Illinois, and ROBERT KINN, JR., 4918 N. Wolcott Street, Chicago, Illinois

Inquiries should be addressed to the president

Sigma Iota Chi

Organized—1903

Existing chapters—23 active; 12 alumnae

President—MRS. ANTHONY E. BOTT, 1317 Pennsylvania Avenue, East St. Louis, Illinois

Secretary—MRS. NOEL DELPORTE, 1057 Roth Avenue, St. Louis, Missouri

Publications—*The Parchment*, published quarterly; editor, MRS. WILLIAM HAIRRELL, Woodward Avenue, Athens, Tennessee; *The Scroll*, published five times a year; editor, MRS. DELPORTE

Inquiries should be addressed to the president

Theta Tau Epsilon

Organized—1921

Existing chapters—one active

President—MRS. BERT WALLACE, 712 W. 22nd Street, Kearney, Nebraska

Secretary—ALBERTA MEYER, 5817 Waterman Street, St. Louis, Missouri

Publication—*The Kite*, published annually; editor, ALBERTA MEYER

Inquiries should be addressed to the president

Zeta Mu Epsilon

Organized—1921

Existing chapters—three active; three alumnae

President—HELEN FROELICH, National Park College, Forest Glen, Maryland

Secretary—MRS. T. T. MACLIVER, 738 W. Baca Street, Trinidad, Colorado

Publications—*The Evergreen*, published annually; *Zeta Mule*, newsletter published irregularly; editor, MRS. ANGE-LINE H. ORR, 235 E. Superior Street, Chicago, Illinois

Inquiries may be addressed either to the president or to the secretary

BETA PHI GAMMA CONVENTION

Following the modern trend, Beta Phi Gamma, national junior college journalism fraternity, made informality the rule at its second national convention, November 9 and 10, in Phoenix, Arizona.

Forty-three delegates, representing six of the 17 chapters, participated in the informal meetings and discussions, with Neil E. Cook, sponsor of the Phoenix Junior College chapter and vice-president of the national association, as host. If ideas uncovered in the round-table discussion can be generally applied, conformity to set journalistic rules is rapidly disappearing from the junior college newspaper. Several chapters have replaced editorials with feature stories which use good-natured satire in place of exhortation, which inform without becoming didactic. The summary lead has been virtually banned in two of the papers.

Oren Arnold, Southwestern author and feature writer, veered from the usual counsel at Saturday's luncheon, encouraging the delegates to try entering the writing field and advising them that

quantity is more useful than quality to the beginning author. "You can't expect to sell your first articles to *Harper's* or *Colliers*," Mr. Arnold said. "Try some of the 'lesser lights,' trade journals, newspaper syndicates, Sunday school papers." He stressed the importance of photographs in modern writing and urged every would-be author to own a good camera and learn the fundamentals of photography, considering the illustrations an integral part of the article.

Tom Rippey, federal reporter for the *Arizona Republic*, opened the round-table discussion, giving the staff reporter's view of the field of journalism and suggesting ways of breaking into newspaper work.

At Saturday evening's steak fry on the desert, Roger Tatarian, state manager of the United Press, discussed foreign correspondence and the difficulty of news transmission in occupied countries and through censors during the present war.

Long Beach Junior College carried away the awards both for the best newspaper, *The Viking Press*, and for the best annual, *The Viking*. Jack Raymond, journalism instructor at North Phoenix High School, was judge.

In the writing contests San Bernardino and Santa Ana delegates took the honors. Gordon Phillips, San Bernardino, wrote the best editorial. Barbara Sackett, San Bernardino, won the news story contest and Linden Criddle, Santa Ana, the feature writing contest. Bill Kamarath, Santa Ana, received the prize for the best sports story and an autographed copy of *Hot Irons* by Oren Arnold and John P. Hale as sweepstakes award. Tom Rippey judged the contest stories.

At the meeting of the advisers, it was decided the national officers should serve for a two-year term, consequently no election was held this year. The present

executive board, Dr. George C. Booth, president; Neil E. Cook, vice-president; Mrs. Glenn Merryfield, executive secretary; Vernon W. Taylor, chairman of expansion, and Wayne Hodges, fraternity historian, continue until the fall of 1941.

It was further decided that every third convention should be held in conjunction with Alpha Phi Gamma, national senior college journalistic fraternity. Of the remaining two, one will always be held outside California. Taft Junior College, California, will be host to Beta Phi Gamma delegates next year.

NEIL E. COOK.

Phoenix Junior College
Phoenix, Arizona

NAVIGATION AIDS

The teaching of navigation and meteorology in the Civil Pilot Training Program in one semester requires intensive class work and devices which will insure no loss of time in drawing figures on the blackboard.

Wright Junior College of Chicago has made a set of slides, about 160 in all, of the figures and tables in the required text, "Special Publications No. 197." The use of these slides insures accurate drawings quickly, permits covering more material in the class period and easy review of difficult sections.

Wright College is able to assist other schools by supplying sets of these slides either in the standard 3 1/4 x 4 inch for \$16, or the 2 x 2 inch for \$9. These prices do not include shipping charge. This low cost is possible since it covers material only, as the labor is supplied by the WPA visual aid project of the Chicago Board of Education. Inquiries should be addressed to William H. Conley, Dean, Wright Junior College, 3400 North Austin Avenue, Chicago, Illinois.

MIDDLE STATES COUNCIL

Dr. David B. Pugh, retiring president of the Junior College Council of the Middle States, announces that the new officers of the Council which were elected at the annual meeting in Atlantic City on November 23, are as follows:

President: Dr. Paul D. Shafer, president, Packer Collegiate Institute, Brooklyn, N. Y.; vice-president: Dr. Theodore Halbert Wilson, president, The University of Baltimore Junior College, Maryland; secretary-treasurer: Mrs. Ordway Tead, dean, Finch Junior College, New York, N. Y.; executive committee: Dr. Eugene S. Farley, director, Bucknell University Junior College, Pa.; Dr. David B. Pugh, director, Undergraduate Centers, Pennsylvania State College, Pa.; Edward G. Schlaefer, dean, Monmouth Junior College, Long Branch, N. J.; Miss Courtney Carroll, president, Bennett Junior College, Millbrook, N. Y.; Byron S. Hollinshead, president, Scranton-Keystone Junior College, La Plume, Pa., and A. G. Breidenstine, dean, Hershey Junior College, Hershey, Pa.

Since the junior college is essentially a community institution, it will be more and more a terminal institution for the great mass of its students. Within this mass there will always be a group who will reach out for extra-community objectives. Such students must not, and cannot, be hedged about with predetermined restrictions. They will go on for further educational work as their horizons enlarge. But the institution itself will serve its day and generation best which devotes itself primarily to leading students into the realization of their own powers in the light of their own community interests and problems.—ROBERT L. KELLY, in *The American Colleges and the Social Order*.

MORE AVIATION COURSES

November 22, 1940.

My dear Dr. Eells,

I am writing to call your attention to the omission of the Columbus University Junior College in your story in the November issue of the *Journal* with reference to the Civilian Pilot Training Program. The Columbus University Junior College is the only college in the District of Columbia in which the non-college phase of the Civilian Pilot Training Program has been offered under the direction of the Civil Aeronautics Administration.

The first course was given from January until May, 1940, with a registration of 300. Of these 300 students, 28 received flight scholarships. The second course was given from July 2 until August 23, with an enrollment of over 200. Of these, 10 received flight scholarships. The third course began on November 12, with an enrollment of 212. There will be 10 flight scholarships available.

Sincerely yours,

FRANCIS J. MULLEN,
Dean.

TEXAS MEETING

Three outstanding addresses featured the annual meeting of the Junior College Section of the Texas State Teachers Association at Fort Worth, November 22. These were: "Cooperative College Study and Some of Its Implications for the Junior College," Dean E. N. Jones, Baylor University, Waco. "Vocational Education in Texas and Its Possibilities for the Junior College," James R. D. Eddy, Division of Vocational Education, State Department of Education, Austin. "The Place of the Junior College in Texas Education," Homer P. Rainey, president, University of Texas, Austin.

MORE RADIO TRANSCRIPTIONS

Glendale Junior College
Glendale, California
November 18, 1940.

Dear Dr. Eells:

In the news item "Radio Transcriptions" on page 74 of the October issue of the *Journal* is the statement: "... as Menlo is the only school on the Pacific Coast that is making these ..." This statement is in error, in the fact that Glendale Junior College has made radio transcriptions for two years for use in the college and for the other schools in our system. These are released through our city visual aids office. Other Coast schools are doing this too.

Cordially,

R. B. LEWIS.

(NOTE: The item in the October issue was taken from the student paper of Menlo Junior College. The claim to exclusive use evidently was based upon a little too much California enthusiasm!—Ed.)

Since the spread of the public junior college appears to be inevitable, and since special legislation pertaining to this particular type of education organization has already made its appearance in Kentucky, it seems quite evident that it would be a wise move on the part of the State to enact general legislation on the subject.—H. A. ADAMS, in *Criteria for the Establishment of Public Junior Colleges in Kentucky*.

The city of Chicago has three public junior colleges to serve graduates from all the high schools in the city. Other large cities are moving fast in the direction of this type of organization. This type of junior college is destined to spread rapidly and play an important role in public education as a part of the large city school systems.—Carl E. Seashore, State University of Iowa, in *The Junior College Movement*.

The Junior College World

SAN BERNARDINO STUDY

How San Bernardino Valley Junior College, California, can better adapt its curriculum to preparation for employment is being determined by an extensive survey among the students. The results of this survey, in which 46.3 per cent of the students indicated they will continue formal education after graduation from junior college, will aid in determining what portion of the college curriculum should be devoted to pre-university training. Also indicated is the importance of fitting a proper proportion of junior college studies to the needs of the larger group, 53.7 per cent, which will seek employment upon graduation.

SHOREWOOD DEVELOPMENTS

Shorewood, a residential suburb of Milwaukee, Wisconsin, of 15,000 population, has been giving serious consideration to the establishment of a junior college. At a community meeting to discuss the subject November 19 the school auditorium was packed with more than 2,000 residents. The proposal to organize a junior college was sponsored by the city superintendent, H. S. Hemenway. Dr. Frank Jensen, superintendent of LaSalle-Peru-Oglesby Junior College, Illinois, made the principal address of the evening, pointing out the advantages of a junior college for the community. After some consideration the board of education has voted not to organize a junior college for the present. It is anticipated that the question will be reopened later.

STUDENTS ADDRESS FACULTY

When faculty address students it is not news—but when students address faculty it is news—to paraphrase the well known man-bite-dog criterion. The following clipping from the Wichita Falls, Texas, *News* tells how the normal faculty student relationship was reversed recently at one Texas junior college:

Miss Billie Lou Hallmark, editor of the college newspaper, and John Ausland, member of the second year class, were principal speakers before the faculty meeting at Hardin Junior college Thursday afternoon. As a change from faculty discussion leaders, these two students were invited to give their impressions of terminal education in junior college. Their talks were based on the recent conference on terminal education in the junior college, held at Dallas under the leadership of Dr. W. C. Eells, secretary of the American Association of Junior Colleges. Hardin's teachers were high in their praise of the skill with which the two young people presented their reports, according to Dean G. M. Crutsinger.

GYMNASIUM CORNERSTONE LAID

Students, faculty, and board members of Trinidad Junior College, Colorado, participated in ceremonies at the laying of the cornerstone for the new college gymnasium November 14. The principal address was given by Judge J. Edgar Chenoweth, Congressman-elect, who spoke on "The Prospect for Youth."

PACKARD EXPERIMENT

Modern educators agree that all knowledge does not come out of books. Experience and observation play important roles. The collegiate division of the Packard School in New York City recently undertook such an experiment of observation with the most satisfactory results. One week in November was re-

served exclusively for inspection tours of various types of business organization and operation. An automobile assembly plant, a cooky factory, businesses where cost accounting, management, and mechanized bookkeeping were in operation, a brokerage house, the stock exchange, large and small retail stores, and various types of stenographic departments were visited. These provided contrasts and also enabled each student to keep in mind his own particular interest which he already had or was to obtain through his observations. To complete the experiment, written reports of the students' reactions were prepared, and a forum was conducted on the last day of the week, where each student could express his views. In this group discussion, the experiment was unanimously voted a success. It will continue as a vital part of the collegiate program.

DEATH OF DEAN LLOYD

Charles A. Lloyd, dean of Biltmore College, North Carolina, died November 10 at the age of 54 years. He had been dean of Biltmore since 1936.

ALAMEDA COUNTY PLANS

Citizens of Alameda County, California, in which the city of Oakland is located, are intensely interested in providing a junior college, as indicated by the following clipping from the *San Francisco Chronicle*:

Alameda county can claim one great distinction, an indignant citizens' committee has informed the Board of Supervisors. It is the largest county in the State without a junior college.

The revelation fell on the board like a bombshell. Members began passing the buck like chops in a boarding house.

"We can't do anything about it. Besides we've never had a request for one," said Chairman George A. Janssen and he explained that the 10 high school boards of the county would have to petition the State Superintendent of

Public Instruction before one could be established.

High school boards said they couldn't petition unless there was a need for one. Moreover it would entail formation of a junior college district.

A check revealed that 1611 Alameda county students were attending junior colleges elsewhere at the present time.

E. J. Bull, head of the citizens' committee, said he would take the matter by the horns.

DEATH OF DR. BROWN

Dr. Arthur E. Brown, 64, headmaster of the Harrisburg Academy and Junior College, Pennsylvania, for 28 years until his retirement because of ill health last spring, died at Harrisburg November 27. Dr. Brown was stricken more than a year ago with a rare form of paralysis. Born at Union Station, Ohio, he was a graduate of Ohio Wesleyan University. He taught in private schools in Ohio, Cambridge, Massachusetts, and Philadelphia before he became headmaster at Harrisburg Academy in 1912.

EL DORADO EDITION

A six-page junior college supplement was a special feature of the issue of the *El Dorado (Kansas) Times* for August 14. A compact history of the institution, and full information concerning the library, laboratories, and other equipment of the college were presented. Part-time student work available, aeronautical training, alumni activities, student organizations, and teacher training facilities were other subjects attractively presented in text or in illustrations. A total of 3,100 students have attended *El Dorado Junior College* since its organization in 1927. The leading editorial in this issue of the *Times* comments in part as follows:

Today *The Times* is pleased to devote considerable space to *El Dorado Junior College*. There can be no question as to the value of the College, both to the community as a whole and to the students who attend it. As *Butler County's* seat of higher learning it has made

an enviable name for itself. Ample proof of this is offered by the fact that its enrollment has had a steady and substantial growth, until it now ranks near the top among Kansas' fourteen junior colleges. The place of the junior college in the educational world is well past the experimental stage. It is generally accepted as a supplement to, not a competitor of, the four-year colleges and universities.

SNYDER LECTURE

The seventh annual William Henry Snyder lecture was given December 17 at Los Angeles City College by Dr. Eric C. Bellquist, of the faculty of the University of California, who spoke on "The Position of Our Democracy in the Present Crisis." The lectureship was established in honor of the founder and first director of the college.

TRIP BY DR. HOLMES

Dr. Henry W. Holmes, chairman of the Committee for Educational Relations of Harvard University and also chairman of the American Council on Education, has been making a trip throughout the country in which he has been visiting and studying junior college conditions and developments, particularly on the Pacific Coast.

DEAN OF WOMEN TRANSFERS

Sara T. Delaney, dean of women, Blackburn College, Illinois, has resigned to accept the deanship of women at New York State College for Teachers, Albany.

MT. VERNON BOOK EXHIBIT

Students of Mount Vernon Seminary, Washington, D. C., held their annual book exhibit and fair Saturday, December 14. Members of the student honor organization, Optima, were hostesses at the event. The guest of honor was Jan Struther, author of "Mrs. Miniver," who was present to autograph copies of her work. Guests found a selection of about

500 of the season's best books through which to browse. Half of the proceeds were devoted to British war relief and half to the school library. Another feature of book week was an address on "The Romance of Book Collecting," by John Hogan. A part of Mr. Hogan's collection of books is on exhibition at the Folger Shakespeare Library.

VERSE SPEAKING CHOIR

Miss Charlotte Lee, who joined the staff of William Woods College, Missouri, this fall as head of the department of speech, has organized a Verse Speaking Choir of 18 members. This choir will present programs from time to time in which they will read in unison or in complementary groups selections of poetry especially adapted for this type of presentation.

PASADENA STUDENT UNION

Plans for a \$125,000 student union building at Pasadena Junior College, California, have been approved by the college authorities and are awaiting approval by WPA authorities in Washington. The building is to be financed jointly by a WPA grant, the local board of education, and the student body. It is hoped that construction may begin January 1.

The place of the junior college was won before their rapid increase in numbers began. The urgent question now confronting them is not what are the best methods of propaganda or how may they be reduced to a state of uniformity through processes of standardization, but, rather, what are they to do with the opportunity, the challenge, which now presents itself.—ROBERT L. KELLY, in *The American Colleges and the Social Order*.

From the Secretary's Desk

\$103,300 FOR TERMINAL STUDY

Grants totaling \$103,300 for a four-year continuation of certain aspects of junior college terminal education in the junior colleges of the United States were made by the General Education Board at its meeting in New York City December 5. These grants are the outgrowth of exploratory studies made through 1940 by the Association's Commission on Junior College Terminal Education under the grant of \$25,000 made by the same Board a year ago.

A grant of \$45,500 was made directly to the American Association of Junior Colleges to carry on certain activities in 1941, 1942, and 1943, with 1944 allowed for publication of summary reports. The greater part of this grant is to be used for the organization of summer workshops in terminal education, for which responsibility is vested in the Administrative Committee of the Commission on Junior College Terminal Education. Two summer workshops will be conducted in the summer of 1941, one in cooperation with George Peabody College for Teachers at Nashville, Tennessee, using the facilities of Ward-Belmont School, Nashville; the other in cooperation with the University of California at Berkeley, at a location to be designated later.

Provision is also made for a series of publications to be issued at intervals, for committee meetings, and also for a clearing house center for information, correspondence, news releases, and coordination with other studies being conducted by the Association in the same

general field. This office will be maintained at the offices of the Association in Washington, D. C.

Grants totaling \$57,800 were made directly to eight institutions selected by the General Education Board to carry on investigations of special problems related to terminal education. The names of these institutions and the specific purposes for which the grants were made are as follows:

Bakersfield Junior College, Bakersfield, California. Study of guidance procedures with oncoming student population.

Los Angeles City College, Los Angeles, California. Study of aptitude tests for admission to semiprofessional curricula.

Pasadena Junior College, Pasadena, California. Study of placement, follow-up, and continuation training.

Rochester Athenaeum and Mechanics Institute, Rochester, New York. Study of use of cooperative work programs.

San Francisco Junior College, San Francisco, California. Inquiry into ways of making community surveys to determine the kinds of terminal courses best adapted to individual communities.

Scranton-Keystone Junior College, La Plume, Pennsylvania. Study of the utilization of community committees.

Weber College, Ogden, Utah. Study of selection and organization of terminal courses especially suited to needs of the Ogden area.

Wright Junior College, Chicago, Illinois. Study of ways of evaluating the results of terminal courses.

Further announcements regarding the procedures to be followed in these insti-

tutional studies will be made in an early issue of the *Journal*. *

THE CHICAGO MEETING

National defense and terminal education will be the two topics around which the principal part of the program for the next annual meeting will be built. These will be the topics for consideration at several general sessions as well as at numerous section meetings.

The convention will be held at the Stevens Hotel, Chicago, February 27 and 28 and March 1. Those in attendance at the Atlantic City educational meetings to be held earlier the same week can reach Chicago in time for the first session Thursday morning by leaving Atlantic City at 4:45 Wednesday afternoon.

On Thursday the morning and afternoon sessions will stress different phases of the defense situation. President Colvert's presidential address will deal with aviation aspects of national defense as related to junior colleges. Dr. Fred J. Kelly, head of the division of higher education in the United States Office of Education, who has charge of the administration of engineering educational funds, will speak on the military aspects of defense as it affects junior colleges. A speaker to be announced will discuss some of the more general aspects of total defense as it affects junior colleges. Dean Dwayne Orton of Stockton Junior College, California, will emphasize the possibility of cooperative relationships with the NYA and other government agencies.

On Friday morning a group of speakers will discuss "Junior College Terminal Education As I See It." Addresses will include one by Paul A. Mertz, director of company training for Sears Roebuck and Co., speaking from the standpoint of commerce; Reuben G. Soder-

strom, president of the Illinois State Federation of Labor, from the standpoint of labor; Dr. Robert H. Spahr, director of the General Motors Institute of Technology, from the standpoint of engineering and technology; and Miss Ivol Spafford, formerly of the General College of the University of Minnesota, from the standpoint of home economics.

On Saturday morning a group of students will tell why they are enrolled in terminal curricula and Dr. E. V. Hollis, of the American Council on Education, will discuss preparation and qualifications of instructors for terminal curricula.

On Friday afternoon and again on Saturday morning there will be a series of 14 section meetings arranged especially for instructors, covering the following fields: English, foreign languages, social studies, natural sciences, mathematics and technology, library, guidance, business education, home economics, music, art, physical education, speech and journalism. On Friday afternoon the general topic at all these sessions will be "The relation of terminal education to my field." On Saturday morning the same sections will devote their attention to "The relation of national defense to my field."

One reason for selection of Chicago for the meeting this year was the fact that the University of Chicago is celebrating its fiftieth anniversary. The outstanding feature of the banquet Friday evening, very appropriately, will be an address by President Robert Maynard Hutchins of the University. On Thursday morning Dr. L. W. Smith, a former president of the Association, will discuss the significance of the University's first president, William Rainey Harper, in junior college education.

Dean William H. Conley, of Wright Junior College, who is chairman of the

local committee on arrangements, is planning a number of unique features. He anticipates an attendance between 1,000 and 1,500. Reservations should be sent directly to the Stevens Hotel while space is still available. All sessions will be held at the Stevens.

PRESIDENT ELL'S INAUGURATION

President Guy M. Winslow of Lasell Junior College acted as representative of the Association at the inauguration of Carl S. Ell as president of Northeastern University, Boston.

CORRECTION

An unintentional injustice was done to Marot Junior College, Thompson, Connecticut, in the new volume *American Junior Colleges*. On page 64 the following footnote was inserted concerning state department of education accreditation for this junior college: "Information received May, 1940, indicates this institution no longer thus recognized, but institutional exhibit retained in Part II." A letter of November 25, 1940, from the Connecticut State Department of Education states that their report of May, 1940 was in error. Marot should have been reported as fully accredited at the time the volume went to press. The Association regrets the error and takes this means of correcting it.

NEW LEAFLETS

During the past three months the Association has published three leaflets for general use, *The Junior College Movement*, by Walter C. Eells, Executive Secretary; *Is the Junior College Cast in the Proper Role?*, by Robert B. Reed, editor of the Garden City (Kansas) *Daily Telegram*; and *What 15 Editors Think of the Junior Colleges*, a symposium consisting of brief extracts from significant editorials published recently

in all parts of the country. Copies of these three leaflets have been mailed to each junior college administrator in the country.

ARE WE TOO FRIVOLOUS?

A Letter to the Editor—

November 16, 1940.

My dear Dr. Eells:

I was somewhat disappointed to see an item in the November issue of the *Junior College Journal*. Junior colleges, as you know, have not yet been accepted as having quite the same standing as the four-year colleges. The *Junior College Journal* is the official organ of the American Association of Junior Colleges, and, in fact, the only junior college magazine of any importance. I think the magazine in every way should uphold the highest academic standards, particularly because we are on trial. With the foregoing in mind, it is difficult for me to see what place an item like that on page 136, which treats of the number of dates girls have, may properly claim in the *Junior College Journal*.

Very sincerely yours,

President.

And the Editor's Reply

December 2, 1940.

Dear President _____:

I am glad to have your comments on a particular item in the *Journal* because it is evidence to me that even the minor items are read with care by junior college administrators. I agree with you that the *Journal*, to which I have devoted much time and thought for the past eleven years, ought to uphold the highest academic standards.

The *Journal* has been criticized occasionally, however, for being too serious. We have tried to present each month a varied educational menu to appeal to a variety of tastes and interests.

It has seemed to me that an occasional item concerning the lighter phases of college life is not entirely out of place.

You will agree with me, I am sure, that the social side of college life is an important element which should not be neglected. I note that the catalog of your institution speaks of dances, both formal and informal for the students, and promises to "provide ample training in the social graces which are so important a part of the education of the young woman of today." I wonder if occasional items concerning this aspect of junior college life are inconsistent with the maintenance of high standards for the *Journal*.

Perhaps I have erred in editorial judgment. I certainly do not want to publish material that will tend to bring the junior college movement into disrepute. I should be glad to know what other readers think of printing this type of item occasionally.

Very truly yours,

WALTER C. EELLS,

Editor.

PRESS ASSOCIATION

The Executive Secretary represented the Association at a special conference called by the Executive Committee of the Educational Press Association of America at Washington November 8. The purpose of the conference was to discuss plans for the better distribution of the findings of educational research.

ADULT EDUCATION

Pressure of other duties has compelled Nicholas Ricciardi of San Bernardino Valley Junior College, California, to resign his position as chairman of the Association's Committee on Junior College Adult Education. The appointment of this committee was announced in the September *Journal*. President Ricciardi's

place as chairman has been filled by the appointment of Joseph Hackman, assistant dean of the Austin Evening Junior College, Chicago. Mr. Hackman expects to send an inquiry regarding the need for a nationwide study to all junior college executives early in January.

SECRETARY'S ACTIVITIES

The Executive Secretary's field activities during the past month have included a study of William Morris School of Business, Pittsburgh, November 29; an address before the Southern Association of Junior Colleges at Memphis, December 10; an address before the Southern Association of Colleges and Secondary Schools, December 12; an address at a meeting of the Board of Associates of the Junior College of Connecticut and invited citizens of Bridgeport, December 13; an address before students, faculty, and invited guests of New London Junior College, Connecticut, December 14; an address before Section Q of the American Association for the Advancement of Science at Philadelphia, December 30; and an address before the National Association of Teachers of Speech at Washington, December 31.

CONSTITUTIONAL AMENDMENT

The Executive Committee gives notice that at the 1941 meeting of the Association it will submit for consideration an amendment to Article IV of the Constitution providing for increase of dues of active members to \$25 (or \$30), and of associate members to \$15 per year.

These advantages of a complete break between the high school and the junior college far outweigh the advantages of continuity.—Carl E. Seashore, State University of Iowa, in *The Junior College Movement*.

Junior College Directory, 1941

Compiled by

WALTER CROSBY EELLS

Executive Secretary, American Association of Junior Colleges

and

PRISCILLA WINSLOW

Office Secretary

THIS Directory contains information concerning all junior colleges in the United States which have been reported to the Washington Office of the American Association of Junior Colleges up to December 15, 1940. This list is meant to be inclusive rather than exclusive and therefore it contains the names of some institutions which may be doing relatively little junior college work. It omits, however, a number of institutions that give work of college grade but are not organized on a junior college basis as well as several normal schools and teachers colleges listed in previous issues of this Directory. It includes separately organized junior colleges, general colleges, or lower divisions of four-year colleges or universities only in case they are active members of the American Association of Junior Colleges. Whenever an institution has so requested, its name has been omitted from the list. Institutions for whom no information was reported in the 1940 Directory have been dropped from the 1941 Directory unless new information has been secured to justify the retention of their names this year. The data here included have been taken from reports received in the autumn of 1940, directly from some responsible officer of the junior college named, except as otherwise indicated.

For explanation of terminology and symbols see the following page. For a summary of certain features by states and type of control of the colleges, see page 281. A fuller summary and analysis will be found in the February, 1941, issue of the *Junior College Journal*.

EXPLANATIONS

The following explanations will aid in a more intelligent use of this Directory:

Location. This is the mailing address of the institution, regardless of its actual physical location.

Administrative Head. In branch junior colleges a question sometimes arises as to whether the president of the parent institution or the dean of the local junior college should be considered the administrative head. In many public junior colleges, organized as parts of city school systems, a similar question concerns the city superintendent of schools and the dean or principal of the junior college. In all such cases the institution's own designation of its "administrative head" has been accepted, even though uniformity is thereby sacrificed. The administrative head, as stated, presumably is the individual to whom general correspondence concerning the institution should be addressed. His official title is indicated in the fourth column.

Type. Three types are distinguished—coeducational, for men only, and for women only, indicated by the initial letters, C, M, and W.

Control. The primary basis of classification, as commonly recognized, is two-fold: institutions *publicly controlled*, and institutions *privately controlled*. Publicly controlled institutions are ordinarily reported as "state" when they are controlled by a state appointed or elected board rather than by a local board of education. "District" type of organization is indicated in a few states. Otherwise "local" or "municipal" type is to be understood. Privately controlled institutions were asked to indicate their denominational affiliation or control. When stated, this is indicated.

Year Organized. Each institution was asked to report the year it was *organized as a junior college*. In some cases, however, it is evident that there has been reported instead the date of origin of an institution of same or similar name which has since developed into a junior college. Dates prior to 1900 should usually be interpreted in this way.

Accreditation. Three types of accreditation (State Department, State University, or Regional Association or equivalent recognition) are indicated by appropriate symbols, arranged in order:

D—State Department of Education; Board of Education in the District of Columbia; junior college accrediting commission in Mississippi.

U—State University, State College, or equivalent institution in states which do not have a state university; or by state college association or equivalent organization recognized as a state accrediting agency.

Accreditation by or membership in one of the regional associations of colleges and secondary schools:

E—New England Association
M—Middle States Association
N—North Central Association
S—Southern Association
W—Northwest Association

Enrollment. Note that enrollment data are usually given for the previous *complete* year, 1939-40. In a few cases of newly organized institutions enrollment for 1940-41 is given. Under "special" students are included day students taking less than a normal load; students in late afternoon, evening, and extension courses; adults in special courses, summer school students, etc.

Faculty. Note that number of faculty members, unlike number of students, is given for the *current* year, 1940-1941, in two classes, full-time, and part-time.

Membership. Membership in the American Association of Junior Colleges is indicated by a symbol preceding the name of the institution: an asterisk (*) for active members; a dagger (†) for associate members. Active membership is open to any junior college which has received any of the three types of accreditation or equivalent recognition indicated in the explanation of "accreditation" above. Associate membership is open to newly organized institutions and others which have not yet received such recognition. The American Association of Junior Colleges does not act as an accrediting agency.

Negro Institutions. Junior colleges for negroes are indicated by (N) following the name of the institution.

Summaries by States

State	JUNIOR COLLEGES			ENROLLMENT			FACULTY			Membership in American Association of Junior Colleges	
	Total	Public	Private	Total	Public	Private	Total	Public	Private	Active	Associate
United States	610	261	349	236,162	168,228	67,934	13,545	7,176	6,369	377	37
Alabama	8	0	8	1173	0	1173	116	0	116	4	1
Arizona	2	2	0	1184	1184	0	54	54	0	2	0
Arkansas	9	6	3	2692	2416	276	164	133	31	7	0
California	64	48	16	86357	82666	3691	2905	2637	268	37	0
Canal Zone	1	1	0	499	499	0	18	18	0	1	0
Colorado	7	3	4	2106	1577	529	133	74	59	4	0
Connecticut	14	0	14	3170	0	3170	302	0	302	9	2
Delaware	0	0	0	0	0	0	0	0	0	0	0
Dist. of Columbia	11	0	11	3049	0	3049	263	0	263	7	4
Florida	7	1	6	1908	124	1784	133	22	111	3	1
Georgia	20	11	9	5635	4360	1275	340	247	93	10	0
Idaho	4	3	1	2110	1764	346	140	123	17	3	0
Illinois	24	12	12	19589	16574	3015	796	524	272	20	1
Indiana	5	1	4	623	128	495	56	11	45	2	0
Iowa	36	27	9	3768	2554	1214	437	291	146	14	0
Kansas	24	15	9	5798	5125	673	438	320	118	16	0
Kentucky	14	2	12	3514	381	3133	212	19	193	10	0
Louisiana	3	2	1	876	781	95	70	56	14	2	0
Maine	4	0	4	517	0	517	70	0	70	3	0
Maryland	8	0	8	1163	0	1163	165	0	165	6	1
Massachusetts	23	0	23	5994	0	5994	564	0	564	8	9
Michigan	13	9	4	4187	3779	408	267	231	36	12	0
Minnesota	16	13	3	3326	3062	264	278	244	34	10	0
Mississippi	22	12	10	5205	4156	1049	410	269	141	16	0
Missouri	24	10	14	8143	3741	4402	717	223	494	17	1
Montana	5	3	2	770	708	62	74	55	19	3	1
Nebraska	5	2	3	800	355	445	73	35	38	5	0
Nevada	0	0	0	0	0	0	0	0	0	0	0
New Hampshire	3	0	3	530	0	530	75	0	75	3	0
New Jersey	11	3	8	2990	1234	1756	196	46	150	5	4
New Mexico	2	2	0	1319	1319	0	69	69	0	2	0
New York	12	0	12	2936	0	2936	303	0	303	6	5
North Carolina	25	2	23	6602	1818	4784	450	11	439	18	0
North Dakota	4	4	0	912	912	0	76	76	0	3	0
Ohio	8	1	7	2203	249	1954	144	17	127	5	1
Oklahoma	30	26	4	5409	5136	273	410	370	40	16	0
Oregon	2	0	2	758	0	758	74	0	74	2	0
Pennsylvania	24	6	18	4844	1241	3603	407	79	328	15	5
Rhode Island	0	0	0	0	0	0	0	0	0	0	0
South Carolina	11	0	11	1553	0	1553	110	0	110	5	0
South Dakota	4	0	4	363	0	363	39	0	39	1	0
Tennessee	14	1	13	2860	420	2440	284	30	254	10	1
Texas	43	24	19	15085	11822	3263	818	574	244	22	0
Utah	6	5	1	3299	3149	150	191	168	23	4	0
Vermont	3	0	3	454	0	454	66	0	66	3	0
Virginia	16	1	15	3166	541	2625	290	0	290	13	0
Washington	8	0	8	1398	0	1398	98	0	98	8	0
West Virginia	4	1	3	1052	351	701	73	20	53	3	0
Wisconsin	7	2	5	4273	4102	171	177	130	47	2	0
Wyoming	0	0	0	0	0	0	0	0	0	0	0

INSTITUTION	LOCATION	ADMINISTRATIVE HEAD	TITLE	TYPE	AFFILIA- TION	CONTROL OR ORGAN- IZED AS JR. COLL.	YEARS IN- CLUDED	ENROLLMENT, 1939-40				FACULTY 1940-41 Full-Part- Time		
								Total	Fresh.	Soph.	Spec.			
ALABAMA														
*Marion Institute	Marion	W. L. Murfee	Pres.	M	Private	1919	Two	DUS	215	146	64	5**	20	0
*Oakwood Junior College (N)	Huntsville	J. L. Moran	Pres.	C	7th-D.Adv.	1917	Two	---	55	28	26	1	11	1
*St. Bernard Junior College	St. Bernard	Boniface Seng	Pres.	M	Catholic	1921	Two	DUS	112	65	47	0	6	13
Selma University (N)	Selma	W. H. Dinkins	Pres.	C	Baptist	1927	Two	---	88	26	26	0	11	0
*Snead Junior College	Boaz	J. W. Broyles	Pres.	C	Methodist	1935	Two	DU-†	246	176	68	2	18	0
Southern Union College	Wadley	Ross Ensinger	Pres.	C	Congl.-Ch.	1934	Two	U-	89	55	29	5	9	1
*Stillman Institute (N)	Tuscaloosa	A. L. Jackson	Prin.	C	Presby.	1927	Two	D-S	321	162	114	45	18	3
†Walker Junior College	Jasper	Carl A. E. Jesse	Pres.	C	Private	1938	Two	---	47	17	12	18	4	1
ARIZONA														
*Gila Junior College	Thatcher	Monroe H. Clark	Pres.	C	District	1921	Two	U-	251	139	85	27	13	0
*Phoenix Junior College	Phoenix	E. W. Montgomery	Pres.	C	Public	1920	Two	DUN	933	563	258	112	39	2
ARKANSAS														
*Arkansas Polytechnic College	Russellville	J. W. Hull	Pres.	C	State	1925	Two	DUN	830	469	253	108	30	1
*Central Ark., Jr. Agric. Coll. of Central College	Beebe	B. E. Whitmore	Pres.	C	State	1931	Two	D---	179	93	41	45	5	3
*Dunbar Junior College (N)	Conway	O. J. Wade	Pres.	W	Baptist	1921	Two	DUN	114	68	40	6	14	0
*El Dorado Junior College	Little Rock	J. H. Lewis	Pres.	C	Public	1929	Two	D---	153	63	57	33	4	9
*Fort Smith Junior College	Fort Smith	Eleanor Gilliam	Dean	C	Private	1925	Two	DU-	97	42	30	25	6	1
*Little Rock Junior College	Little Rock	J. W. Ramsey	Pres.	C	Public	1928	Two	D---	157	103	41	13	3	25
Shorter College (N)††	North Little Rock	E. Q. Brothers	Dean	C	Public	1927	Two	DUN	497	242	105	150	17	6
*State A. and M. College	Magnolia	J. H. Clayborn	Pres.	C	A.M.E.	1885	Two	---	65	---	---	65	10	0
		C. A. Overstreet	Pres.	C	State	1925	Two	DUN	600	353	139	108	30	0
CALIFORNIA														
Antelope Valley Junior College	Lancaster	David J. Roach	Dean	C	Public	1929	Two	DU-	132	86	32	14	5	16
*Armstrong Junior College	Berkeley	J. E. Armstrong	Pres.	C	Private	1932	Two	DU-	487	---	---	487	23	1
*Bakersfield Junior College	Bakersfield	Grace V. Bird	Dir.	C	Public	1913	Two	DU-	1119	580	321	218	23	48
*Beulah College	Upland	A. M. Climenhaga	Pres.	C	Breth.Chr.	1920	Two	U-	24	10	8	6	0	17
Brawley Junior College	Brawley	Percy E. Palmer	Prin.	C	Public	1924	Two	DU-	212	70	43	99	0	13
California Concordia College	Oakland	Theodore Brohm	Pres.	C	Lutheran	1918	Two	U-	18	9	8	1	0	8
*Central Junior College	El Centro	Glenn Kieffer	Dean	C	Public	1922	Two	DU-	235	147	78	10	3	27
*Chaffey Junior College	Ontario	Gardiner W. Spring	Pres.	C	District	1916	Two	DU-	4316	530	388	3398	33	22
*Citrus Junior College	Azusa-Glendora	F. S. Hayden	Prin.	C	Public	1915	Two	DU-	213	99	63	51	0	34
*Coalinga Extension Center	Coalinga	T. A. Ellestad	Supt.	C	Public	1932	Two	DU-	128	67	49	12	7	10
Cogswell Polytechnical College	San Francisco	Robert W. Dodd	Pres.	C	Private	1930	Two	U-	288	164	119	5	13	0
Compton Junior College	Compton	O. Scott Thompson	Pres.	C	District	1927	Four	DU-	1891	1193	608	90	96	0

Cummock Junior College	Los Angeles	R. C. Brooks	Pres.	C Private	1922	Two	-U-	72	52	15	5	4	8
*Deep Springs Junior College	Deep Springs	L. A. Kimpton	Dean	M Private	1917	Three	-U-	23	10	8	5 ^b	5	1
Fresno City Junior College	Fresno	Frank W. Thomas	Dir.	C Public	1910	Two	DU-	513	309	107	97	16	6
*Fullerton Junior College	Fullerton	R. E. Green	Supt.	C District	1913	Two	DU-	3967	1045	641	2281	56	25
*Glendale Junior College	Glendale	George H. Geyer	Dir.	C District	1927	Two	DU-	1486	905	336	245	45	4
Holmby College	Los Angeles	Federica de Laguna	Pres.	W Private	1924	Two	-U-	78	58	20	0	0	37
*La Sierra College	Arlington	E. E. Cossentine	Pres.	C 7th-D. Adv.	1927	Three	-UW	491	255	95	141 ^c	22	7
Lassen Junior College	Susanville	N. H. McCollom	Pres.	C Public	1925	Two	DU-	346	104	61	181	6	18
Lick and Wilmerding Schools ¹	San Francisco	Ward H. Austin	Dir.	C Private	1930	Two	-U-	47	12	29	6	14	0
*Long Beach Junior College	Long Beach	John L. Lounsbury	Prin.	C District	1927	Two	DU-	3948	1463	604	1881	76	5
*Los Angeles City College	Los Angeles	Rosco C. Ingalls	Dir.	C District	1929	Two	DU-	7205	4312	2893	0	226	0
Los Angeles Pacific College	Los Angeles	W. C. Mavis	Pres.	C Fr. Meth.	1914	Two	-U-	75	41	28	6	1	11
Lux Technical Institute	San Francisco	Ward H. Austin	Dir.	W Private	1930	Two	-U-	111	60	30	21	12	7
*Marin Junior College	Kentfield	A. C. Olney	Pres.	C District	1926	Two	DU-	1373	575	199	599	31	1
*Marymount College	Los Angeles	Mother M. Gertrude	Pres.	W Catholic	1936	Two	-U-	30	12	10	8	3	12
*Menlo Junior College	Menlo Park	Lowry S. Howard	Pres.	M Private	1927	Two	-U-	184	101	83	0	10	23
Modesto Evening Junior College	Modesto	Harold Outmet	Prin.	C District	1939	Two	D--	3009	0	0	3009	9	34
*Modesto Junior College	Modesto	Dwight C. Baker	Pres.	C District	1921	Two	DU-	1523	806	447	270	60	7
Oceanside-Carlsbad Eve. Jr. Coll.	Oceanside	Donald C. Carr	Prin.	C Public	1939	Two	D--	102	35	15	52	8	8
*Oceanside-Carlsbad Junior Coll.	Oceanside	Ralph I. Hale	Prin.	C Public	1934	Two	DU-	245	161	66	18	9	16
*Pasadena Junior College	Pasadena	John W. Harbeson	Prin.	C District	1924	Four	DU-	4837 ^d	2003	1600	1234	311	15
Placer Junior College	Auburn	John H. Napier, Jr.	Dir.	C Public	1936	Two	DU-	362	236	126	0	13	18
Polytechnic Junior College	Oakland	Zoe Fiske	Dean	C Private	1933	Two	-U-	83	60	21	2	8	5
Pomona Junior College	Pomona	Johnston E. Walker	Prin.	C District	1916	Four	DU-	475 ^e	343	132	0	11	26
Porterville Junior College	Porterville	B. H. Grisemer	Supt.	C Public	1927	Two	DU-	261	151	85	25	2	28
Reedley Junior College	Reedley	J. O. McLaughlin	Prin.	C Public	1926	Two	DU-	448	281	147	20	9	20
*Riverside Junior College	Riverside	A. G. Paul	Dir.	C District	1916	Two	DU-	1854	364	343	1147	33	8
*Sacramento Junior College	Sacramento	R. E. Rutledge	Prin.	C District	1916	Two	DU-	6897	1918	929	4050	110	79
Salinas Evening Junior College	Salinas	Helen E. Ward	Prin.	C Public	1935	Two	D--	2822	0	0	2822	0	33
Salinas Junior College	Salinas	Richard J. Werner	Pres.	C Public	1922	Two	DU-	883	545	262	76	31	0
San Benito County Jr. Coll.	Hollister	James P. Davis	Prin.	C Public	1919	Two	DU-	72	34	27	11	1	24
*San Bernardino Valley Jr. Coll.	San Bernardino	Nicholas Ricciardi	Pres.	C District	1926	Two	DU-	8689	682	247	7760	34	4
San Diego Evening Junior Coll.	San Diego	Paul E. Klein	Prin.	C Public	1939	Two	DU-	462	0	0	462	0	23
San Diego Junior College	San Diego	Walter R. Hepner	Prin.	C Public	1935	Two	DU-	148	108	40	0	4	9
San Diego Voc. Jr. Coll.	San Diego	Eliot F. Landon	Prin.	C Public	1939	Two	D--	2848	0	0	2848	17	17
*San Francisco Junior College	San Francisco	A. J. Cloud	Pres.	C Public	1935	Two	DU-	3455	1867	967	621	119	8
San Jose Junior College	San Jose	T. W. MacQuarrie	Pres.	C District	1928	Two	DU-	1757	1311	446	0	72	8
*San Luis Obispo Junior College	San Luis Obispo	Henry A. Cross	Dean	C Public	1936	Two	DU-	338	250	80	8	28	9

(*) Active member of the American Association of Junior Colleges.
 (†) Associate member of the American Association of Junior Colleges.
 (††) Accredited by University Senate of the Methodist Church.
 (†††) No report. Data taken from *Christian Higher Education*.
 (**) Post graduates.
 (1) Includes California School of Mech. Arts.

(a) Additional enrollment in lower two years, 1187.
 (b) Third year students.
 (c) Includes 24 third year students.
 (d) Additional enrollment in lower two years, 3294.
 (e) Additional enrollment in lower two years, 764.

INSTITUTION	LOCATION	ADMINISTRATIVE HEAD	TITLE	TYPE	CONTROL OR AFFILIATION	YEARS IN- CLUDED	ACCRE- DITATION	ENROLLMENT, 1939-40			FACULTY 1940-41 Full-Part- Time
								Total	Fresh.	Soph. Spec.	
CALIFORNIA (Continued)											
*San Mateo Junior College	San Mateo	Charles S. Morris	Pres.	C	District	1922	DU—	3091	900	515 1676	58 5
*Santa Ana Junior College	Santa Ana	D. K. Hammond	Dir.	C	District	1915	DU—	1104	658	329 117	38 4
*Santa Maria Junior College	Santa Maria	Andrew P. Hill, Jr.	Prin.	C	Public	1920	DU—	307	198	109 0	0 38
*Santa Monica Junior College	Santa Monica	Elmer C. Sandmeyer	Dir.	C	Public	1929	DU—	1397	925	430 42	43 2
*Santa Rosa Junior College	Santa Rosa	Floyd P. Bailey	Pres.	C	District	1918	DU—	1142	505	298 339	33 1
*Stanford University, Lower Div.	Stanford Univ.	R. L. Wilbur	Pres.	C	Private	1920	DU—	1611	—	1611	—§
*Stockton Evening Junior Coll.	Stockton	Homer S. Toms	Dir.	C	Public	1939	D—	1644	0	0 1644	0 22
*Stockton Junior College	Stockton	Dwayne Orton	Pres.	C	Public	1935	DU—	1718	658	509 551	42 27
*Taft Junior College	Taft	John G. Howes	Dean	C	Public	1922	DU—	472	245	137 90	6 43
*Ventura Evening Junior College	Ventura	Noble Johnson	Prin.	C	District	1938	D—	1264	0	0 1264	0 31
*Ventura Junior College	Ventura	D. R. Henry	Prin.	C	Public	1929	DU—	773†	370	218 185	68 1
*Visalia Junior College	Visalia	L. J. Williams	Prin.	C	Public	1926	DU—	605	422	155 28	26 7
*Williams College	Berkeley	John W. Hopkins	Pres.	C	Private	1927	—U—	69	40	25 4	0 20
*Yuba Junior College	Marysville	Pedro Osuna	Dean	C	District	1927	DU—	578	357	181 40	17 19
CANAL ZONE											
*Canal Zone Junior College	Balboa Heights	Sigurd E. Esser	Dean	C	Federal	1933	—§§	499	67	47 385	7 11
COLORADO											
Bellevue Junior College	Denver	Elsie Cinnamon	Prin.	C	Private	—	—	81	30	26 25	3 2
Colorado Vocational College	Denver	R. M. Shreves	Prin.	C	Private	1925	—	358	222	132 4	43 3
*Colorado Woman's College	Denver	J. E. Huchingson	Pres.	W	Baptist	1920	—UN	589	309	194 86	17 8
*Mesa County Junior College	Grand Junction	Horace J. Wubben	Pres.	C	District	1925	—U—	299	165	110 24	28 1
*Pueblo Junior College	Pueblo	Charles Haines	Pres.	C	District	1933	—U—	90	67	21 2	5 3
*Southeastern Colo., Jr. Coll. of	Lamar	James H. Buchanan	Dir.	C	Private	1937	—U—	689	137	73 479	16 4
*Trinidad State Junior College	Trinidad	George J. Kabat	Pres.	C	District	1925	—U—	—	—	—	—
CONNECTICUT											
*Commerce, Junior College of	New Haven	Samuel W. Tator	Pres.	C	Private	1929	DU—	295	74	48 173	8 17
*Connecticut Junior College of	Bridgeport	E. E. Cortright	Pres.	C	Private	1928	DUE	363	107	46 210	17 21
*Hartford Junior College	Hartford	Helen W. Randall	Dean	W	Private	1938	—U—	35	22	10 3	3 12
*Hillier Junior College	Hartford	Alan S. Wilson	Dir.	C	YMCA	1937	D—	779	125	0 654	9 44
*Larson Junior College	New Haven	George V. Larson	Pres.	W	Private	1933	DU—	165	75	72 18	17 4
*Marot Junior College	Thompson	Mary L. Marot	Pres.	W	Private	1922	D—	43‡	20	21 2	12 4
*Miss Porter's School	Farmington	Mr. and Mrs. R. Keep	Prins.	W	Private	—	—	28	17	11 0	3 6
*Morse Junior College	Hartford	Wesley E. Morse	Pres.	C	Private	1938	—	412	164	113 135	11 0
*New Haven YMCA Junior Coll.	New Haven	Lawrence L. Bethel	Dir.	C	Private	1935	DU—	421	204	105 112	4 36
*New London Junior College	New London	Richard P. Saunders	Pres.	C	Private	1939	D—	118	58	0 60	10 9

*Physical Therapy, Jr. Coll. of Post Jr. College of Commerce	New Haven	Harry E. Stewart	Pres.	C Private	1938	Two	D—	64	39	23	2	6	18
*St. Thomas Seminary	Waterbury	Harry C. Post	Dean	C Private	1939	Two	—	338	85	51	202	7	1
*Weylister Secretarial Jr. Coll.	Bloomfield	Joseph M. Griffin	Pres.	M Catholic	1911	Two	DU—	55	24	31	0	4	7
	Milford	Mrs. M. W. S. Beach	Pres.	W Private	1939	Two	D—	54	16	37	1	7	5
DISTRICT OF COLUMBIA													
*Columbus University Jr. Coll.	Washington	Francis J. Mullen	Dean	C Private	1938	Two	D—	71	43	24	4**	4	13
†Fairmont Junior College	Washington	Maud van Woy	Pres.	W Private	1929	Two	—	101	48	41	12	14	6
*Geo. Washington Univ. Jr. Coll.	Washington	William C. Johnstone	Dean	C Private	1930	Two	—M	2403	1666	734	3	78	12
*Georgetown Visitation Jr. Coll.	Washington	Sister M. M. Sheerin	Dean	W Catholic	1919	Two	—UM	68	43	22	3	8	12
†Gunston Hall	Washington	Mary B. Kerr	Prin.	W Private	1916	Two	—	35	21	9	5	2	15
*Holton-Arms Junior College	Washington	Mrs. J. M. Holton	Pres.	W Private	1927	Two	—U—	48	28	15	5	14	6
*Immaculate Junior College	Washington	Sister St. Philomene	Pres.	W Catholic	1922	Two	—UM	51	26	25	0	6	8
†Marjorie Webster Junior Coll.	Washington	Sister St. Philomene	Pres.	W Private	1930	Two	—	63	30	33	0	13	0
*Mount Vernon Seminary	Washington	Marjorie F. Webster	Pres.	W Private	1928	Two	—U—	91	55	35	1	2	25
*National University, Jr. Coll. of	Washington	George W. Lloyd	Dean	C Private	1939	Two	D—	58	30	28	0	4	9
†Southeastern Univ. Jr. College	Washington	Eugene Carusi	Pres.	C Private	1938	Two	—	60	20	15	25	0	12
	Washington	James A. Bell	Pres.	C Private	1938	Two	—						
FLORIDA													
*Bethune-Cookman College (N)	Daytona Beach	Mrs. Mary Bethune	Pres.	C Meth.Epis.	1923	Two	D—S†	475	296	179	0	16	2
Edward Waters College (N)	Jacksonville	Howard D. Gregg	Pres.	C A.M.E.	1932	Two	—	320	142	92	86	23	1
Florida Memorial Coll. (N) ††	Live Oak	Robert L. Holley	Pres.	C Baptist	1871	Two	—	212	—	—	212	11	—
*Fla. Normal & Indust. Inst. (N)	St. Augustine	N. W. Collier	Pres.	C Baptist	1918	Two	D-S	330	93	81	156	14	2
Palm Beach Junior College	West Palm Beach	John I. Leonard	Pres.	C District	1933	Two	—U—	124	87	34	3	2	20
*St. Petersburg Junior College	St. Petersburg	Robert B. Reed	Pres.	C Private	1927	Two	DUS	410	210	136	64	21	9
†Webber College	Babson Park	John H. Sherman	Pres.	W Private	1930	Two	—	37	9	8	20	7	5
GEORGIA													
*Abraham Baldwin Agric. Coll.	Tifton	George H. King	Pres.	C State	1933	Two	DU—	490†	350	120	20	18	0
*Andrew College	Cuthbert	S. C. Olliff	Pres.	W Methodist	1917	Two	DUS	110	35	45	30	12	3
*Armstrong Junior College	Savannah	Ernest A. Lowe	Pres.	C Public	1935	Two	DUS	358	156	134	68	15	2
Atlanta Junior College	Atlanta	George M. Sparks	Dir.	C State	1935	Two	DU—	425	—	—	425	17	5
*Augusta, Junior College of	Augusta	Eric W. Hardy	Pres.	C District	1926	Two	DUS	274	180	88	6	0	29
Brewton-Parker Junior College	Mount Vernon	A. M. Gates	Pres.	C Baptist	1927	Two	DU—	137	75	57	5	6	1
Emmanuel College††	Franklin Springs	T. L. Aaron	Pres.	C Pent.Hol.	—	Two	D—	—	—	—	—	—	—
Emory at Oxford	Oxford	George S. Roach	Dean	M Methodist	1929	Two	DUS	190	100	81	9	10	4
Emory Junior College	Valdosta	Hollis Edens	Dean	M Methodist	1928	Two	DUS	79	49	30	0	9	1
*Georgia Military College	Milledgeville	J. H. Jenkins	Pres.	M Public	1930	Two	—US	159	103	56	0	5	9

(†) Total for university, 525.

(**) Post graduates.

(§§) Accepted for active membership in the association after inspection by a special committee of the American Association of Junior Colleges.

(†) Additional enrollment in lower two years, 670.

(g) Additional enrollment in lower two years, 9.

(*) Active member of the American Association of Junior Colleges.

(†) Associate member of the American Association of Junior Colleges.

(||) Affiliated with Catholic University of America.

(††) Accredited by University Senate of the Methodist Church.

(||) No report. Data taken from Christian Higher Education.

INSTITUTION	LOCATION	HEAD ADMINISTRATIVE	TITLE	TYPE	CONTROL OR AFFILIATION	ORGANIZED AS JR. COLL.	YEARS INCLUDED	ENROLLMENT, 1939-40				FACULTY 1940-41 Full-Part-Time	
								Total	Fresh.	Soph.	Spec.		
GEORGIA (Continued)													
*Georgia Southwestern College	Americus	Peyton Jacob	Pres.	C	State	1924	Two	386	218	157	11	22	3
*Gordon Military College	Barnesville	J. E. Guillebeau	Pres.	M	Public	1928	Two	129	92	37	0	4	5
Middle Georgia College	Cochran	Leo H. Browning	Pres.	C	State	1929	Two	465	295	159	11	22	0
Norman Junior College	Norman Park	Paul Carroll	Pres.	C	Baptist	1924	Two	140	92	48	0	0	12
*North Georgia College	Dahlonega	J. C. Rogers	Pres.	C	State	1933	Two	636	371	259	6	32	4
Rabun Gap-Nacoochee School	Rabun Gap	G. C. Bellingrath	Pres.	C	Presby.	1934	Two	159	94	65	0	4	7
Reinhardt College	Waleska	W. M. Bratton	Pres.	C	Methodist	1891	Two	94	45	49	0	9	0
*South Georgia College	College	J. M. Thrash	Pres.	C	State	1928	Two	351	234	108	9	20	0
*West Georgia College	Genola	Irvine S. Ingram	Pres.	C	State	1933	Two	687	229	174	284	28	7
Young L. G. Harris College	Young Harris	T. J. Lance	Pres.	C	Methodist	1912	Two	366	198	168	0	15	0
IDAHO													
*Boise Junior College	Boise	Eugene B. Chaffee	Pres.	C	District	1932	Two	459	256	109	94	30	11
*Idaho, Sou. Branch of Univ. of	Pocatello	John R. Nichols	Dean	C	State	1927	Two	1205	573	320	312	65	1
*North Idaho Junior College	Coeur d'Alene	Orrin E. Lee	Pres.	C	District	1933	Two	100	80	20	0	8	8
Ricks College	Rexburg	Hyrum Manwaring	Pres.	C	L.D.S.	1915	Two	346	210	119	17	15	2
ILLINOIS													
*Austin Evening Junior College	Chicago	Hobart H. Sommers	Dean	C	Public	1938	Two	2175	1359	816	0	54	0
*Blackburn College	Carlinville	William M. Hudson	Pres.	C	Presby.	1918	Two	304	177	125	2	21	2
*Carl Schurz Evening Jr. Coll.	Chicago	Robert C. Keenan	Dean	C	Public	1938	Two	1631	1560	30	41	34	4
Elgin Academy and Jr. Coll.	Elgin	Earl G. Leinbach	Hdm.	C	Private	1914	Two	38	26	12	0	0	7
*Englewood Evening Jr. College	Chicago	M. L. Fitzgerald	Dean	C	Public	1938	Two	1660	0	0	1660	41	0
*Evanston Collegiate Institute	Evanston	T. Otmann Firing	Pres.	C	Methodist	1934	Two	169	120	45	4	6	15
*Ferry Hall	Lake Forest	Eloise R. Tremain	Prin.	W	Private	1887	Two	22	20	2	0	16	0
*Frances Shimer Junior College	Mount Carroll	Albin C. Bro	Pres.	W	Baptist	1907	Four	152 ^a	67	34	51	20	2
*Herzl Junior College	Chicago	Dorpha Brown	Dean	C	Public	1934	Two	1715	1365	330	20	48	0
*Joliet Junior College	Joliet	C. L. Jordan	Supt.	C	District	1901	Two	471	205	93	173	0	41
*La Salle-Peru-Oglesby Jr. Coll.	La Salle	Frank A. Jensen	Dir.	C	District	1924	Two	348	216	124	8	2	30
*Lincoln College	Lincoln	William D. Copeland	Pres.	C	Presby.	1929	Two	141	92	44	5	11	1
*Lyons Township Junior College	La Grange	Ross Holt	Dean	C	District	1929	Two	278	151	112	15	7	14
*Maine Township Junior College	Park Ridge	Edward Morgan	Dean	C	District	1939	Two	101	84	3	14	7	14
Mallinckrodt College	Wilmette	Mother Sebastian	Pres.	W	Catholic	1918	Two	68	18	14	36	4	7
*Monticello College	Alton	G. I. Rohrbough	Pres.	W	Private	1917	Two	103	57	43	3	0	29
*Morgan Park Junior College	Chicago	Albert G. Dodd	Dean	C	Private	1933	Two	350	232	92	26	11	10
*Morton Junior College	Cicero	Walter B. Spelman	Dean	C	District	1924	Two	1076	438	226	412	20	38
*North Park College	Chicago	Algoth Ohlson	Pres.	C	Ev.M.C.	1919	Two	1155	369	211	575	25	52
St. Bede Junior College	Peru	Justus Wirth	Pres.	M	Catholic	1940	Two	50	22	28	0	5	4

(f) Accredited by University Senate of the Methodist Church.
(h) Additional enrollment in lower two years, 51.

INSTITUTION	LOCATION	ADMINISTRATIVE HEAD	TITLE	TYPE	CONTROL OR AFFILIATION	YEARS IN- CLUDED	ENROLLMENT, 1939-40			FACULTY 1940-41 Full-Part- Time
							Total	Fresh.	Spec.	
IOWA (Continued)										
*Ottumwa Heights College	Ottumwa	Mother M. Geraldine	Pres.	W	Catholic	1925	120	54	27	15
Red Oak Junior College	Red Oak	J. R. Inman	Supt.	C	Public	1922	60	35	25	0
Sheldon Junior College	Sheldon	W. C. Jackman	Supt.	C	Public	1926	85	60	25	0
Tipton Junior College	Tipton	Ralph E. Bente	Dean	C	Public	1927	57	38	19	0
*Waldorf College	Forest City	J. L. Rendahl	Pres.	C	Lutheran	1920	194	118	71	5
*Washington Junior College	Washington	Harland W. Mead	Dean	C	Public	1927	84	60	24	0
Waukon Junior College	Waukon	B. K. Orr	Supt.	C	Public	1923	65	37	24	0
Webster City Junior College	Webster City	W. D. Wesselink	Dean	C	Public	1926	102	70	32	0
KANSAS										
*Arkansas City Junior College	Arkansas City	C. E. St. John	Supt.	C	Public	1922	351	210	112	29
*Central College	McPherson	Orville S. Walters	Pres.	C	Fr.Meth.	1914	1051	46	26	33
*Chanute Junior College	Chanute	W. W. Bass	Dean	C	Public	1936	313	194	119	0
*Coffeyville Junior College	Coffeyville	W. M. Ostenberg	Dean	C	Public	1923	556	360	174	22
*Dodge City Junior College	Dodge City	R. C. Hunt	Dean	C	Public	1935	320	225	95	0
*El Dorado Junior College	El Dorado	Earl Walker	Dean	C	Public	1927	403	246	123	34
*Fort Scott Junior College	Fort Scott	W. S. Davison	Dean	C	Public	1919	413	243	133	37
*Friends Bible College ²	Haviland	Charles A. Beals	Pres.	C	Private	1925	40	18	22	0
*Garden City Junior College	Garden City	J. R. Jones	Supt.	C	Public	1919	211	123	63	25
*Hesston Coll. and Bible School	Hesston	Milo Kauffman	Pres.	C	Mennonite	1915	73	35	16	22
*Highland Junior College	Highland	C. M. Rankin	Dean	C	Public	1937	184	91	53	40
*Hutchinson Junior College	Hutchinson	C. M. Lockman	Dean	C	Public	1928	568	346	188	34
*Independence Junior College	Independence	E. R. Stevens	Dean	C	Public	1925	375	243	124	8
*Iola Junior College	Iola	R. H. Carpenter	Dean	C	Public	1923	184	114	66	4
*Kansas City Junior College	Kansas City	J. F. Wellenmeyer	Dean	C	Public	1923	533	326	198	9
*Miltonvale Wesleyan College	Miltonvale	C. Floyd Hester	Pres.	C	Wes.Meth.	1909	37	28	9	0
*Paola, College of	Paola	Mother J. Schaub	Pres.	W	Catholic	1924	851	30	9	46
*Parsons Junior College	Parsons	E. F. Farner	Dean	C	Public	1923	4551	217	158	80
*Pratt Junior College	Pratt	H. B. Unruh	Dean	C	Public	1938	195	121	60	14
*Sacred Heart Junior College	Wichita	Leon A. McNeill	Pres.	W	Catholic	1933	65	45	19	1
*St. John's College	Winfield	Carl S. Munding	Pres.	C	Lutheran	1922	115	64	36	15
*St. Joseph's Coll. & Mil. Acad.	Hays	Alfred Carney	Pres.	M	Catholic	1931	45	30	15	0
*Tabor College	Hillsboro	A. E. Janzen	Pres.	C	Men.Breth	1935	108	56	37	15
Western University (N)	Kansas City	Dan C. Matthews	Supt.	C	State	1933	64	38	15	11
KENTUCKY										
*Ashland Junior College	Ashland	Herbert C. Hazel	Dean	C	Public	1938	252	158	57	37
*Bethel Woman's College	Hopkinsville	K. R. Patterson	Pres.	W	Baptist	1916	163	65	61	37

*Campbellville College	Campbellville	Denton J. Wright	Pres.	C	Baptist	1923	Two	DU-	251	121	114	16	13	0
*Cancy Junior College	Pippass	Chas. H. Houghton	Dean	C	Private	1923	Two	DU-	332	98	74	160	10	0
*Cumberland College	Williamsburg	J. L. Creech	Pres.	C	Baptist	1917	Two	DUS	231	131	98	2	13	0
*Lees Junior College	Jackson	J. O. Van Meter	Pres.	C	Presby.	1927	Two	DU-	368	116	142	110	14	8
Lindsey Wilson Junior College	Columbia	Aaron P. White	Pres.	C	Methodist	1923	Two	DU-	208	112	66	30	10	2
Loretto Junior College	Nerinx	Mother Mary Linus	Pres.	W	Catholic	1926	Two	DU-	94	29	21	44	6	2
*Mount St. Joseph Jr. College	Maple Mount	Mother M. Thompson	Pres.	W	Catholic	1925	Two	DUS	199	66	32	101	5	13
*Nazareth Jr. Coll. and Acad.	Nazareth	Sister M. Gertrude	Dean	W	Catholic	1921	Two	DUS	419	52	24	343	6	15
*Paducah Junior College	Paducah	R. G. Matheson, Jr.	Dean	C	Public	1932	Two	DU-	129	75	43	11	7	1
*Pikeville College	Pikeville	A. A. Page	Pres.	C	Presby.	1925	Two	DUS	417	190	114	113	16	5
*St. Catharine Junior College	St. Catharine	Mother M. Louis	Pres.	W	Catholic	1931	Two	DU-	245	37	18	190	14	2
Sue Bennett College	London	Kenneth C. East	Pres.	C	Methodist	1922	Two	DUS	206	120	84	2	18	1
LOUISIANA														
Dodd College	Shreveport	A. L. Tatum	Dean	W	Baptist	1927	Two	DU-	95	70	22	3	10	4
*John McNeese Jr. Coll., L.S.U. ³	Lake Charles	Joe Farrar	Dean	C	State	1939	Two	DUS	154	150	0	4	21	0
*Northeast Junior College, L.S.U.	Monroe	C. C. Colvert	Dean	C	State	1931	Two	DUS	627	392	173	62	34	1
MAINE														
Kents Hill School	Kents Hill	Edward W. Hincks	Hdm.	C	Private	1935	Two	---	15	15	0	0	2	2
*Portland Junior College	Portland	Luther I. Bonney	Dean	C	Private	1933	Two	-U-	102	62	37	3	6	4
*Ricker Junior College	Houlton	Roy M. Hayes	Prin.	C	Baptist	1926	Two	-UE	68	45	23	0	2	12
*Westbrook Junior College	Portland	Milton D. Proctor	Pres.	W	Private	1925	Two	-UE	332	184	129	19	30	12
MARYLAND														
*Baltimore, Jr. Coll. of Univ. of	Baltimore	Theo. H. Wilson	Pres.	C	Private	1937	Two	D--	89	51	38	0	0	30
*Chevy Chase Junior College	Chevy Chase	Kendric N. Marshall	Pres.	W	Private	1927	Two	-U-	59	32	18	9	1	22
*Columbia Junior College	Takoma Park	B. G. Wilkinson	Pres.	C	7th-D. Adv.	1933	Two	-UM	464	295	155	14	3	24
*Mount St. Agnes Junior College	Mt. Washington	Sister M. Placide	Pres.	W	Catholic	1933	Two	D-M	80	48	30	2	10	8
*National Park College	Forest Glen	Roy T. Davis	Pres.	W	Private	1912	Four	-U-	289 ^l	188	92	9	40	4
St. Charles College	Catonsville	George A. Gleason	Pres.	M	Catholic	1848	Two	-UM	138	72	66	0	10	1
*St. Mary's Fem. Sem.-Jr. Coll.	St. Mary's City	M. Adele France	Pres.	W	Private**	1927	Four	-U-	44 ^m	31	13	0	12	0
*Tome Jr. Coll. of Administration	Port Deposit	Trentwell M. White	Pres.	M	Private	1939	Three	---	0	0	0	0	0	0
MASSACHUSETTS														
Bay Path Institute	Springfield	Charles F. Gaugh	Prin.	C	Private	1922	Two	---	975	400	225	350	10	9
Becker College	Worcester	Warren C. Lane	Pres.	C	Private	1927	Two	---	879	387	365	127	28	0
*Bradford Junior College	Bradford	Dorothy M. Bell	Pres.	W	Private	1902	Two	D-E	258	156	102	0	26	5
*Burdett College	Boston	C. F. Burdett	Pres.	C	Private	1912	Two	---	1677	486	337	854	43	17

(*) Active member of the American Association of Junior Colleges.
 (†) Associate member of the American Association of Junior Colleges.
 (††) State owned and financed.
 (‡) Affiliated with Catholic University of America.
 (2) Formerly listed as Junior Bible College.
 (3) Formerly Lake Charles Junior College.

(l) Additional enrollment in lower two years, 29.
 (j) Additional enrollment in lower two years, 18.
 (k) Additional enrollment in lower two years, 433.
 (i) Additional enrollment in lower two years, 46.
 (m) Additional enrollment in lower two years, 28.

INSTITUTION	LOCATION	ADMINISTRATIVE HEAD	TITLE	TYPE	CONTROL OR AFFILI- ATION	ORGAN- IZED AS JR. COLL.	YEARS IN- CLUDED	ENROLLMENT, 1939-40				FACULTY 1940-41 Full-Part- Time
								Total	Fresh.	Soph.	Spec.	
MASSACHUSETTS (Continued)												
Cambridge School of Lib. Arts	Cambridge	Irving T. Richards	Dir.	C	Private	1934	Two	81	53	26	2	5 10
*Chamberlain School	Boston	E. K. Chamberlain	Dir.	W	Private	1927	Two	120	47	71	2	6 12
*Chamberlayne Junior College	Boston	Theresa G. Leary	Dir.	W	Private	1932	Two	41	22	13	6	7 6
Dean Academy	Franklin	Earle S. Wallace	Hdm.	C	Private	1940	Two	13	0	0	13	6 0
*Endicott, Inc.	Prides Crossing	George O. Bierkoe	Pres.	W	Private	1939	Two	38	35	3	0	19 4
*Erskine	Boston	Edith A. Richardson	Dir.	W	Private	1920	Two	123	61	48	14	15 20
*Garland School	Boston	Mrs. G. B. Jones	Pres.	W	Private	1934	Two	90	47	24	19	11 8
*House in the Pines	Norton	Mrs. J. K. Milliken	Prin.	W	Private	-----	Two	-----	-----	-----	-----	-----
*Katharine Gibbs School	Boston	Mrs. M. L. B. Sharp	Dean	W	Private	1918	Two	201	105	96	0	10 9
*Lasell Junior College	Auburndale	Guy M. Winslow	Pres.	W	Private	1851	Four	463 ⁿ	253	167	43	41 15
Leicester Academy	Leicester	Henry D. Tiffany, Jr.	Pres.	M	Private	1940	Two	0	0	0	0	4 3
Mary Brooks School	Boston	Jane Brooks	Pres.	W	Private	1936	Two	61	46	15	0	5 9
*Middlesex University Jr. Coll.	Waltham	C. Ruggles Smith	Pres.	C	Private	1917	Two	86	49	37	0	8 7
*Mount Ida, Inc.	Newton Center	William F. Carlson	Pres.	W	Private	1939	Two	60	60	0	0	20 4
*Nichols Junior College	Dudley	James L. Conrad	Pres.	M	Private	1931	Two	156	93	63	0	15 3
*Pine Manor Junior College	Wellesley	Mrs. M. W. Potter	Pres.	W	Private	1911	Two	228	142	85	1	36 27
*Stratford School	Boston	Matthew J. Malloy	Pres.	W	Private	1938	Two	105	35	20	50	8 5
*Stuart School	Boston	Beatrice Williams	Dir.	W	Private	1932	Three	82	27	15	40 ^o	12 24
*Worcester Junior College	Worcester	W. A. Lotz	Dir.	C	YMCA	1938	Two	257	-----	-----	257	3 29
MICHIGAN												
*Bay City Junior College	Bay City	Geo. E. Butterfield	Dean	C	Public	1922	Two	424	252	158	14	14 19
*Ferris Institute Junior College	Big Rapids	Roy Newton	Dean	C	Private	1914	Two	-68	56	10	2	4 5
*Flint Junior College	Flint	W. S. Shattuck	Dean	C	Public	1923	Two	591	352	212	27	19 6
*Fordson Junior College	Dearborn	Kenneth MacLeod	Dean	C	Public	1938	Two	185	149	36	0	2 29
*Gogebic Junior College	Ironwood	R. Ernest Dear	Dean	C	Public	1932	Two	193	116	70	7	10 10
*Grand Rapids Junior College	Grand Rapids	Arthur Andrews	Pres.	C	Public	1914	Two	908	598	310	0	37 9
*Highland Park Junior College	Highland Park	Geo. I. Altenburg	Dean	C	Public	1918	Two	424	224	144	56	13 5
*Jackson Junior College	Jackson	Wm. N. Atkinson	Dean	C	Public	1928	Two	405	214	129	62	17 11
*Muskegon Junior College	Muskegon	A. G. Umbreit	Dir.	C	Public	1926	Two	337	187	99	51	12 3
*Port Huron Junior College	Port Huron	John H. McKenzie	Dean	C	Public	1923	Two	312	137	103	72	15 0
*Presentation Junior College	Plymouth	Sist. M. Annunciata	Dean	W	Catholic	1937	Two	232	20	13	199	4 6
*Spring Arbor Sem. and Jr. Coll.	Spring Arbor	LeRoy M. Lowell	Pres.	C	Fr. Meth.	1923	Two	88	56	28	4	4 5
Suomi College	Hancock	V. K. Nikander	Pres.	C	Lutheran	1923	Two	20	16	3	1	3 5
MINNESOTA												
Albert Lea Junior College	Albert Lea	G. Clair Jordan	Dean	C	Public	1938	Two	101	54	40	7	7 3
Austin Junior College	Austin	R. I. Meland	Dean	C	Public	1940	Two	125	125	0	0	6 3

Bethany Lutheran College
 *Bethel Junior College
 Brainerd Junior College
 Concordia College
 *Crosby-Ironton Junior College
 *Duluth Junior College
 *Ely Junior College
 *Eveleth Junior College
 *Hibbing Junior College
 *Itasca Junior College
 *Rochester Junior College
 Tracy Junior College
 *Virginia Junior College
 *Worthington Junior College

S. C. Yivisaker
 Emery A. Johnson
 Emil Heintz
 Martin Graebner
 Thomas W. Simons
 R. D. Chadwick
 Sigurd F. Olson
 O. H. Gibson
 H. A. Drescher
 Joseph B. Davis
 R. W. Goddard
 E. H. Stock
 Floyd B. Moe
 M. C. Knudson

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MISSISSIPPI

All Saints' Episcopal College
 Central Mississippi Coll. (N) ††
 Clarke Memorial College
 *Copiah-Lincoln Junior College
 *East Central Junior College
 *East Mississippi Junior College
 *Gulf Park College
 *Harrison-Stone-Jackson Jr. Coll.
 *Hillman College
 *Hinds Junior College
 *Holmes Junior College
 *Jones County Junior College
 *Mary Holmes Jr. College (N)
 *Meridian Junior College
 *Northwest Mississippi Jr. Coll.
 *Okolona Industrial School (N)
 *Pearl River Junior College
 *Southern Christian Inst. (N)
 *Southwest Mississippi Jr. Coll.
 *Sunflower Junior College
 *Whitworth College
 *Wood Junior College

W. G. Christian
 S. S. Lynch
 F. E. May
 James M. Ewing
 L. O. Todd
 J. M. Tubb
 Richard G. Cox
 C. J. Darby
 M. P. L. Berry
 G. M. McLendon
 R. M. Branch
 J. B. Young
 G. F. Campbell
 J. L. McCaskill
 R. C. Pugh
 R. T. Middleton
 R. E. L. Sutherland
 John Long
 J. M. Kenna
 Paul M. West
 Sinclair Daniel
 Edward W. Seay

W Episcopal
 C Baptist
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 C District
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 W Private
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 W Baptist
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 C Presby.
 C Public
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 W Private
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(*) Active member of the American Association of Junior Colleges.
 (†) Associate member of the American Association of Junior Colleges.
 (††) No report. Data taken from *Christian Higher Education*.
 (||) Affiliated with Catholic University of America.
 (n) Additional enrollment in lower two years, 28.
 (o) Includes 7 third year students.
 (p) Additional enrollment in lower two years, 21.
 (q) Additional enrollment in lower two years, 112.
 (r) Additional enrollment in lower three years, 63.
 (s) Additional enrollment in lower two years, 59.
 (t) Additional enrollment in lower two years, 642.
 (u) Additional enrollment in lower two years, 83.

INSTITUTION	LOCATION	ADMINISTRATIVE HEAD	TITLE	TYPE	CONTROL OR AFFILIATION	ORGAN- IZED AS JR. COLL.	YEARS IN- CLUDED	ACCREDI- TATION	ENROLLMENT, 1939-40				FACULTY 1940-41 Full-Part- Time	
									Total	Fresh.	Soph.	Spec.		
MISSOURI														
Central Wesleyan College	Warrenton	C. A. Greene	Pres.	C	Methodist	1930	Two	---	121	49	54	18	9	1
*Christian College	Columbia	James C. Miller	Pres.	W	Disciples	1913	Two	DUN	326	188	103	35	35	9
Conception Junior College	Conception	Edward E. Malone	Dean	M	Catholic	1930	Two	DU-	54	27	12	15	10	4
*Cotter Junior College	Nevada	Marjorie Mitchell	Pres.	W	P.E.O.	1912	Two	DU-	164	108	42	14	23	4
*Flat River Junior College of	Flat River	Irvin F. Coyle	Dean	C	Public	1922	Two	DUN	275	128	57	90	5	11
*Hannibal-La Grange College	Hannibal	W. A. Kleckner	Pres.	C	Baptist	1917	Two	DU-	186	94	65	27	16	1
Iberia Junior College	Iberia	G. Byron Smith	Pres.	C	Congl.	1926	Four	DU-	90 ^v	59	25	6	8	1
*Jefferson City Junior College	Jefferson City	G. J. Linker	Dean	C	Public	1926	Four	DU-	151 ^w	82	69	0	24	8
*Joplin Junior College	Joplin	E. A. Elliott	Pres.	C	Public	1937	Two	DU-	469	263	138	68	18	10
*Kansas City Junior College of	Kansas City	A. M. Swanson	Pres.	C	Public	1915	Two	DUN	1651	830	535	286	58	3
*Kemper Military School	Boonville	A. M. Hitch	Supt.	M	Private	1923	Two	DUN	286	177	109	0	12	14
Lincoln Junior College (N)	Kansas City	H. O. Cook	Prin.	C	Public	1935	Two	DU-	90	38	24	28	0	15
*Moberly Junior College	Moberly	M. A. Spohrer	Dean	C	Public	1927	Four	DU-	236 ^x	138	94	4	4	18
*Monett Junior College	Monett	H. D. McEachen	Pres.	C	Public	1927	Two	DU-	120	48	44	28	2	7
Notre Dame Junior College	St. Louis	Sist. M. Chrysologa	Dean	W	Catholic	1925	Two	DUN	177	31	14	132	6	3
*St. Joseph Junior College	St. Joseph	Nelle Blum	Dean	C	Public	1915	Two	DUN	513	266	217	30	19	4
*St. Mary's Junior College	O'Fallon	Mother M. Ancilla	Pres.	W	Catholic	1929	Two	---	21	9	12	0	3	3
*St. Paul's College	Concordia	Albert J. C. Moeller	Pres.	M	Lutheran	1905	Two	---	33	17	15	1	1	9
*Southwest Baptist College	Bolivar	Courts Redford	Pres.	C	Baptist	1921	Two	DU-	905	197	180	528	15	0
*Stephens College	Columbia	James M. Wood	Pres.	W	Baptist	1911	Four	DUN	1566 ^y	916	643	7	247	1
*Stowe Teachers Coll., Jr. Coll. of	St. Louis	Ruth Harris	Pres.	C	Public	1938	Two	---	143	68	75	0	6	2
*Trenton Junior College	Trenton	S. M. Rissler	Supt.	C	Public	1925	Two	DU-	93	62	30	1	6	3
*Wentworth Military Academy	Lexington	L. H. Ungles	Dean	M	Private	1923	Two	DUN	158	107	51	0	8	16
*William Woods College	Fulton	H. G. Harmon	Pres.	W	Disciples	1915	Two	DUN	315	185	125	5	34	5
MONTANA														
*Custer County Junior College	Miles City	G. H. Gloege	Dean	C	District	1939	Two	D--	138	132	4	2	4	13
*Dawson County Junior College	Glendive	L. J. Aikins	Dean	C	District	1940	Two	D--	---	---	---	---	3	12
*Great Falls Junior College	Great Falls	James Donovan	Pres.	C	Catholic	1932	Two	DUN	62	19	17	26	1	10
*Northern Montana College	Havre	G. H. Vande Bogart	Pres.	C	State	1929	Two	DUN	570	275	165	130	23	0
*Yellowstone Park School	Gallatin Gateway	Jeffrey Jennings	Pres.	C	Private	1940	Four	---	---	---	---	---	4	4
NEBRASKA														
*Hebron Junior College	Hebron	Karl F. Welner	Pres.	C	Lutheran	1925	Two	DU-	124	43	15	66	10	0
*Luther College	Wahoo	Paul M. Lindberg	Pres.	C	Lutheran	1925	Two	DU-	110	75	24	11	3	10
*McCook Junior College	McCook	J. R. Johnson	Dean	C	Public	1926	Two	DU-	159	96	60	3	8	12
*St. Mary, College of	Omaha	Mother M. Gerard	Pres.	W	Catholic	1923	Two	DU-	211	68	57	93	12	3
*Scottsbluff Junior College	Scottsbluff	Wayne W. Johnson	Dean	C	Public	1932	Two	DU-	196	98	54	44	7	8

NEW HAMPSHIRE

*Colby Junior College	New London	H. Leslie Sawyer	Pres.	W Baptist	1928	Three	DUE	336	165	107	64 ^{aa}	45	0
*Stoneleigh College	Rye Beach	Richard D. Currier	Pres.	W Private	1934	Two	D—	129	74	53	2	18	0
*Tilton Junior College	Tilton	James E. Coons	Pres.	M Private	1936	Two	DU—	65	42	23	0	5	7

NEW JERSEY

*Bergen County, Jr. College of	Teaneck	C. L. Littell	Pres.	C Private	1933	Two	D—	508	388	120	0	20	12
*Centenary Junior College	Hackettstown	R. J. Trevorrow	Pres.	W Methodist	1929	Two	D—M ^{ff}	173	97	62	14	18	4
†Essex Junior College	Newark	Adolph M. Koch	Pres.	C Private	1937	Two	—	302	127	103	72	9	11
King's College	Belmar	Percy B. Crawford	Pres.	C Private	1938	Two	—	100	44	53	3	12	2
*Middlesex Junior College	Perth Amboy	Ladd M. Lukats	Dean	C Public	1933	Two	—	482	377	72	33	14	0
*Monmouth Junior College	Long Branch	Edw. G. Schlaefer	Dean	C Public	1933	Two	—	183	129	49	5	11	6
†Morris Junior College	Morristown	Arthur Scott Platt	Pres.	C Private	1933	Two	—	250	90	60	100	10	8
†Newark Junior College	Newark	David Bucharest	Pres.	C Private	1938	Two	—	142	62	50	30	8	12
*South Jersey, College of	Camden	Arthur E. Armitage	Pres.	C Private	1927	Two	D—	146	61	59	26	7	10
*Union Junior College	Roselle	Charles G. Cole	Dean	C Public	1933	Two	D—	569	343	187	39	15	0
†Whitman Junior College	Newark	C. Kemberton	Pres.	W Private	1937	Two	—	135	100	25	10	7	0

NEW MEXICO

*Eastern New Mexico College	Portales	Donald W. MacKay	Pres.	C State	1934	Two	—U—	991	384	275	332	39	4
*New Mexico Military Institute	Roswell	D. C. Pearson	Supt.	M State	1914	Two	—UN	328	203	125	0	17	9

NEW YORK

*Bennett Junior College	Millbrook	Courtney Carroll	Pres.	W Private	1935	Two	D—M	105	62	42	1**	32	7
*Briarcliff Junior College	Briarcliff Manor	Doris L. Flick	Pres.	W Private	1931	Two	D—	100	60	40	0	14	6
†Bryant & Stratton Bus.Inst., Inc.	Buffalo	Geo. A. Spaulding	V.Pres.	C Private	1937	Two	D—S	422	—	422	0	17	1
*Cazenovia Seminary	Cazenovia	B. C. Harrington	Pres.	C Methodist	1934	Four	D—	51 ^{bb}	34	13	4	17	2
*Concordia Collegiate Institute	Bronxville	Arthur J. Doege	Pres.	C Lutheran	1936	Two	D—	90	53	37	0	9	4
*Finch Junior College	New York City	Mrs. J. G. Cosgrave	Pres.	W Private	1937	Two	D—M	225	128	82	15	31	22
†McKechnie-Lunger Schl. of Com.	Rochester	E. C. Lunger	Bus.Mgr.	C Private	1936	Two	D—	113	—	—	113	10	8
†New York Business Institute	New York City	Edgar M. Stover	Dir.	C Private	1937	Two	D—	225	—	—	225	16	0
†Packard School	New York City	Louis A. Rice	Pres.	C Private	1937	Two	D—S	908	42	33	833	4	5
*Packer Collegiate Institute	Brooklyn	Paul D. Shafer	Pres.	W Private	1919	Two	D—M	123	60	53	10	3	39
†Rochester Business Institute	Rochester	Ernest W. Veigel, Jr.	Pres.	C Private	1936	Two	D—S	550	—	550	30	17	0
St. John's Preparatory Sem.	Garrison	Samuel Cummings	Rector	M Catholic	1939	Four	—	24 ^{cc}	16	8	0	9	0

- (*) Active member of the American Association of Junior Colleges.
 (†) Associate member of the American Association of Junior Colleges.
 (‡) Accredited by University Senate of the Methodist Church.
 (§) Accredited as a business institute.
 (**) Post graduate.
 (v) Additional enrollment in lower two years, 20.
 (w) Additional enrollment in lower two years, 421.
 (x) Additional enrollment in lower two years, 279.
 (y) Additional enrollment in lower two years, 89.
 (aa) Third year students.
 (bb) Additional enrollment in lower two years, 25.
 (cc) Additional enrollment in lower two years, 16.

INSTITUTION	LOCATION	ADMINISTRATIVE HEAD	TITLE	CONTROL OR AFFILIATION	ORGAN- IZED AS JR. COLL.	YEARS IN- CLUDED	ENROLLMENT, 1939-40				FACULTY 1940-41 Full-Part- Time	
							Total	Fresh.	Soph.	Spec.		
NORTH CAROLINA												
*Barber-Scotia Jr. Coll. (N)	Concord	L. S. Cozart	Pres.	W	Presby.	Two	155	77	65	13	13	0
*Belmont Abbey College	Belmont	Cuthbert E. Allen	Rector	M	Catholic	Two	148	85	48	15	28	4
*Bilmore College	Asheville	J. J. Stevenson	Dean	C	Public	Two	173	93	52	28	6	5
Boiling Springs Junior College	Boiling Springs	J. R. Cantrell	Pres.	C	Baptist	Two	91	46	37	8	16	1
*Brevard College	Brevard	Eugene J. Coltrane	Pres.	C	Methodist	Two	430	234	189	7	34	0
*Campbell College	Buie's Creek	Leslie H. Campbell	Pres.	C	Baptist	Two	329	252	77	0	5	20
Chowan Junior College	Murfreesboro	J. L. Carrick	Pres.	C	Baptist	Two	95	68	25	2	10	0
Edwards Military Institute	Salem	Mr.&Mrs. W. J. Jones	Pres.	C	Private	Two	76	44	29	3	0	27
Immanuel Lutheran Coll. (N)	Greensboro	H. Nau	Pres.	C	Lutheran	Two	46	28	13	5	6	0
*Lees-McRae College	Banner Elk	Edgar H. Tufts	Pres.	C	Presby.	Two	273	152	110	11	20	0
*Louisburg College	Louisburg	Walter Patten	Pres.	C	Methodist	Two	328	223	91	14	23	0
*Mars Hill College	Mars Hill	Hoyt Blackwell	Pres.	C	Baptist	Two	784	455	300	29	38	2
*Mitchell College	Statesville	Grace K. Ramsay	Pres.	C	Presby.	Two	146	102	30	14	10	2
*Montreat College	Montreat	R. C. Anderson	Pres.	W	Presby.	Two	456	134	87	89	11	16
*N. Carolina, Gen. Col. of Un. of	Chapel Hill	Frank P. Graham	Pres.	C	State	Two	1645	878	767	0	—	—
*Oak Ridge Military Institute	Oak Ridge	T. O. Wright	Supt.	M	Private	Two	138	98	40	0	7	0
*Peace Junior College	Raleigh	Wm. C. Pressly	Pres.	W	Presby.	Two	258	156	65	37	6	14
*Pfeiffer Junior College	Misenheimer	W. S. Sharp	Pres.	C	Methodist	Two	194	116	76	2	20	0
Pineland Junior College	Salem	Mr.&Mrs. W. J. Jones	Pres.	C	Private	Two	49	33	9	7	0	26
*Presbyterian Junior College	Maxton	Louis C. LaMotte	Pres.	M	Presby.	Two	98	46	16	36	10	4
Roanoke Institute (N)††	Elizabeth City	D. S. Nichols	Pres.	C	Baptist	Two	65	—	—	65	4	—
*Sacred Heart Junior College	Belmont	Sister M. Raphael	Pres.	W	Catholic	Two	83	50	33	0	10	3
St. Genevieve-of-the-Pines Jr. Coll.	Asheville	Mother A. Foret	Pres.	W	Catholic	Two	52	36	16	0	4	8
*St. Mary's Junior College	Raleigh	Mrs. E. Cruikshank	Pres.	W	Episcopal	Four	237 ^{dd}	138	60	39	20	3
*Wingate Junior College	Wingate	C. C. Burris	Pres.	C	Baptist	Two	253	85	56	112	14	0
NORTH DAKOTA												
Bismarck Junior College	Bismarck	Walter J. Swensen	Dean	C	Public	Two	149	80	4	48	3	14
*N. Dakota School of Forestry	Bottineau	A. F. Arnason	Pres.	C	State	Two	171	88	61	22	11	0
*State Normal Industrial School	Ellendale	J. E. Demmer	Dir.	C	State	Two	95	29	30	36	0	16
*N. Dakota St. School of Science	Wahpeton	E. F. Riley	Pres.	C	State	Two	497	315	171	11	27	5
OHIO												
†Dayton YMCA College	Dayton	G. McConaughy	Dir.	C	YMCA	Two	1088	0	0	1088	6	63
Giffin College	Van Wert	C. G. Giffin	Dir.	C	Private	Two	85	33	22	30	3	4
Mount Marie Junior College	Canton	Sister M. Adrian	Dean	W	Catholic	Two	—	—	—	—	3	7

*Oberlin School of Commerce	J. H. Kutscher	Pres.	C	Private	1936	Two	---	141	98	40	3	5	1
*Office Training School	R. E. Hoffmies	Pres.	C	Private	1930	Two	---	362	133	78	151	14	0
*Tiffin Business University	F. J. Miller	Pres.	C	Private	1918	Two	---	233	125	70	38	10	2
*Toledo Junior College, Univ. of	R. L. Carter	Dir.	C	Public	1938	Two	DUN	249	144	85	2	13	4
*Urbana Junior College	Russell Eaton	Pres.	C	Swdborgn.	1924	Two	D	45	27	16	2	8	1

OKLAHOMA

*Altus College	Altus	Dir.	C	Public	1926	Two	DU-	218	127	75	16	2	17
*Bacone College	Bacone	Pres.	C	No.Bapt.	1927	Two	DU-	99	60	35	4	8	9
*Bartlesville Junior College	Bartlesville	Dean	C	Public	1927	Four	DU-	123 ^{ee}	84	22	17	0	18
*Bristow Junior College	Bristow	Pres.	C	Public	1928	Two	DU-	141	94	34	13	0	16
*Cameron State Agric. Coll.	Lawton	Pres.	C	State	1927	Four	DU-	797 ^{ff}	500	275	22	30	0
*Carnegie Junior College	Carnegie	Pres.	C	Public	1938	Two	DU-	82	39	22	2	2	0
*Connors State Agric. Coll.	Warner	Pres.	C	State	1927	Two	DU-	437	286	102	49	18	0
*Duncan Junior College	Duncan	Pres.	C	Public	1937	Two	DU-	56	46	10	0	11	0
*Eastern Okla. A. and M. Coll.	Wilburton	Pres.	C	State	1927	Two	DU-	518	322	177	19	17	0
*El Reno Junior College	El Reno	Dir.	C	Public	1938	Two	DU-	70	50	20	0	11	0
*Holdenville Junior College	Holdenville	Pres.	C	Public	1939	Two	U-	46	46	0	0	0	8
*Kiowa County Junior College	Hobart	Pres.	C	Public	1934	Two	DU-	107	80	20	7	0	14
*Magnum Junior College†	Mangum	Pres.	C	Public	1937	Two	DU-	---	---	---	---	---	---
*Monte Cassino Junior College	Tulsa	Pres.	W	Catholic	1931	Two	DU-	102	67	32	3	0	7
*Murray State School of Agric.	Tishomingo	Pres.	C	State	1922	Two	DU-	581	353	209	19	23	0
*Muskogee Junior College	Muskogee	Dean	C	Public	1920	Two	DU-	85	56	29	0	1	12
*Northeastern Okla. Jr. College	Miami	Pres.	C	State	1924	Two	DU-	293	189	104	0	16	3
*Oklahoma City Junior College ⁴	Oklahoma City	Pres.	C	Public	1931	Two	DU-	171	128	33	10	0	12
*Oklahoma Military Academy†	Claremore	Pres.	M	State	1921	Two	DU-	198	120	78	0	0	41
*Oklahoma Presbyterian Coll.††	Durant	Pres.	W	Presby.	1910	Two	---	50	---	---	---	---	---
*Oklahoma Western Jr. Coll. ⁵	Sayre	Pres.	C	Public	1938	Two	DU-	97	70	26	1	0	11
*Okmulgee Junior College	Okmulgee	Dean	C	Public	1926	Two	DU-	105	61	37	7	6	4
*St. Gregory's College	Shawnee	Pres.	M	Catholic	1915	Two	U-	22	13	9	0	1	10
*Sapulpa Junior College	Sapulpa	Dean	C	Public	1932	Two	DU-	103	75	18	10	4	0
*Seminole Junior College	Seminole	Supt.	C	Public	1931	Two	DU-	130	80	37	13	0	16
*Shidler Junior College	Shidler	Pres.	C	Public	1936	One	U-	24	24	0	0	0	5
*Tillman County Junior College	Frederick	Pres.	C	District	1938	Two	DU-	50	35	15	0	0	7
*University Junior College	Tonkawa	Pres.	C	State	1920	Two	DU-	567	345	201	21	26	0
*Wetumka Junior College†	Wetumka	Dean	C	Public	1931	Two	DU-	65	37	23	5	2	4
*Woodward Junior College	Woodward	Dir.	C	Public	1932	Two	DU-	72	46	16	10	2	11

(*) Active member of the American Association of Junior Colleges.
 (†) Associate member of the American Association of Junior Colleges.
 (††) No report. Data taken from *Christian Higher Education*.
 (‡) No report. Data taken from *American Junior Colleges*.
 (||) Affiliated with Catholic University of America.

(4) Formerly Capitol Hill Junior College.
 (5) Formerly Sayre Junior College.
 (dd) Additional enrollment in lower two years, 52.
 (ee) Additional enrollment in lower two years, 492.
 (ff) Additional enrollment in lower two years, 33.

INSTITUTION	LOCATION	ADMINISTRATIVE HEAD	TITLE	CONTROL ORG- ANIZATION OR AFFILIA- TION	YEARS IN- CLUDED	ACCREDI- TATION	ENROLLMENT, 1939-40				FACULTY 1940-41 Full-Part- Time
							Total	Fresh.	Soph.	Spec.	
OREGON											
*Multnomah College	Portland	Edward L. Clark	Pres.	C YMCA	Two	DUM	705	408	113	184	17 28
*St. Helen's Hall Junior College	Portland	Sister W. Lucia	Pres.	W Episcopal	Two	DUM	253	76	38	139	13 16
PENNSYLVANIA											
*Alliance College	Cambridge Springs	John J. Kolasa	Pres.	M Private	Four	DUM	499 ^g	28	21	0	16 1
*Altoona Undergraduate Center	Altoona	R. E. Eiche	Head	C State	Two	-U-	139	112	2	25	15 0
*Bucknell Undergraduate Center	Wilkes-Barre	Eugene S. Farley	Dir.	C Baptist	Two	DUM	380	111	64	205	16 5
*DuBois Undergraduate Center	DuBois	Edwin W. Zoller	Head	C State	Two	-U-	259	91	66	102	14 0
*Erie Center, Univ. of Pitts.	Erie	J. Lloyd Mahony	Head	C Private	Two	-U-	546	59	55	432	12 7
*Harcum Junior College	Brvn Mawr	Edith H. Harcum	Pres.	W Private	Two	-U-	152	72	65	15	14 7
*Harrisburg Acad.-Jr. College	Harrisburg	Frank C. Baldwin	Hdm.	M Private	Two	-U-	27	21	6	0	5 2
*Hazleton Undergraduate Center	Hazleton	Coleman Herpel	Head	C State	Two	-U-	119	59	31	29	9 1
*Hershey Junior College	Hershey	A. G. Breidenstine	Dean	C Public	Two	D-	141	44	37	60	9 10
*Johnstown Center, Univ. of Pitts.	Johnstown	Viers W. Adams	Head	C Private	Two	DUM	469	86	62	321	14 6
*Linden Hall	Lititz	F. W. Stengel	Pres.	W Moravian	Two	-U-	41	28	13	0	9 0
*Messiah Bible College	Grantham	A. W. Climenhaga	Dean	C Breth. Chr.	Two	-U-	51	29	17	5	4 8
*Mount Aloysius Junior College	Cresson	Sister M. de Sales	Dean	W Catholic	Four	-U-	30	25	0	5	7 7
*North Braddock WPA Jr. Coll.	North Braddock	A. M. Snyder	Superv.	C Federal	Two	-U-	456	0	0	456	5 5
*Ogontz Junior College	Rvdal	Abby A. Sutherland	Pres.	W Private	Two	-U-	74	34	33	7	5 49
*Penn Hall Junior College	Chambersburg	Frank S. Magill	Hdm.	W Private	Two	-U-	154	103	51	0	7 21
*St. John Kany College	Erie	Stephen Krol	Pres.	M Catholic	Two	-U-	41	23	18	0	9 1
*Schuylkill Undergrad. Center	Pottsville	R. W. Brewster	Head	C State	Two	-U-	127	85	31	11	11 0
*Scranton-Keystone Jr. College	La Plume	B. S. Hollinshead	Pres.	C Baptist	Two	DUM	253	139	90	24	22 1
*Valley Forge Military Jr. Coll.	Wayne	Milton G. Baker	Supt.	M Private	Two	D-	89	68	21	0	10 16
*Washington Seminary	Washington	Jane C. Maxfield	Prin.	W Private	Two	-U-	83	20	11	52	0 16
*Wildcliff Junior College	Swarthmore	H. M. Crist	Pres.	W Private	Two	-U-	46	24	20	2	10 8
*Williamsport Dickinson Sem.	Williamsport	John W. Long	Pres.	C Methodist	Two	DUM [¶]	252	149	81	22	23 3
*Wyomissing Polytechnic Inst.	Wyomissing	Arthur C. Harper	Pres.	C Private	Two	DUM	784	160	115	509	13 6
SOUTH CAROLINA											
*Anderson College	Anderson	Annie D. Denmark	Pres.	C Baptist	Two	DUM	360	117	65	178	19 3
*Avery Institute (N)	Charleston	Frank A. DeCosta	Dir.	C Congl. Chr.	Two	D-	91	63	28	0	6 4
*Bettis Acad. and Jr. Coll. (N) †	Trenton	A. W. Nicholson	Pres.	C Private	Two	D-	139	73	56	10	1 6
*Clinton Junior College (N)	Rock Hill	Edward W. Brice	Pres.	C Private	Two	D-	80	33	28	19	9 1
*Coulter Memorial Jr. Coll. (N)	Cheraw	G. W. Long	Pres.	C Presby.	Two	D-	59	33	26	0	4 5

•Friendship Junior College (N)	Rock Hill	James H. Goudlock	Pres.	C Baptist	1933	Two	D—	178	106	72	0	4	2
•North Greenville Jr. College	Tigerville	M. C. Donnan	Pres.	C Baptist	1934	Two	DU—	97	62	35	0	0	10
Our Lady of Mercy Jr. Coll.	Charleston	Sister M. Genevieve	Dean	W Catholic	1935	Two	—	34	9	10	15	4	4
•Textile Industrial Institute	Spartanburg	R. B. Burgess	Pres.	C Methodist	1927	Two	DU—	335	215	106	14	11	2
•Voorhees N. and I. School (N)	Denmark	J. E. Blanton	Prin.	C Episcopal	1929	Two	D—	137	103	30	4	4	6
Wesleyan Methodist College	Central	John F. Childs	Pres.	C Wes.Meth.	1928	Two	D—	43	26	15	2	2	3

SOUTH DAKOTA

Freeman Junior College	Freeman	John D. Unruh	Pres.	C Mennonite	1927	Two	DU—	71	56	15	0	3	9
Mount Marty Junior College	Yankton	Mother M. Jerome	Pres.	W Catholic	1936	Two	DU—	157	59	10	88	4	5
Notre Dame Junior College	Mitchell	J. M. Brady	Pres.	C Catholic	1922	Two	DU—	96	78	18	0	3	4
•Wessington Springs College	Wessington Spgs.	W. A. Harden	Pres.	C Fr.Meth.	1913	Two	DU—	39	15	20	4	10	1

TENNESSEE

Burritt College†	Spencer	H. E. Scott	Pres.	C Ch. of Chr.	—	Two	D—	—	—	—	—	—	—
†Christian Brothers College	Memphis	Brother I. Leo	Dean	M Catholic	1940	Two	DU—	367	203	154	10	18	7
•David Lipscomb College	Nashville	E. H. Ijams	Pres.	C Ch. of Chr.	1917	Two	DU—	293	140	97	56	13	2
•Freed-Hardeman College	Henderson	N. B. Hardeman	Pres.	C Ch. of Chr.	1925	Two	DU—	185th	95	88	2	17	1
•Hiwassee College	Madisonville	T. A. Frick	Pres.	C Methodist	1908	Four	DU—	280th	107	93	80	17	0
Martin Junior College	Pulaski	Keener L. Rudolph	Pres.	C Methodist	1914	Two	D—¶	63	30	30	3	8	2
Morristown N. & I. Jr. Coll. (N)	Morristown	J. W. Haywood	Pres.	C Methodist	1923	Two	D—¶	257	150	100	7	0	32
•Peabody Experimental Jr. Coll.	Nashville	Joseph Roemer	Dean	C Private	1931	Two	DUS	215	126	31	58	25	0
•Southern Junior College	Collegedale	J. C. Thompson	Pres.	C 7th-D.Adv.	1916	Two	D—	60	27	25	8	3	6
•Swift Memorial Jr. College (N)	Rogersville	W. C. Hargrave	Pres.	C Presby.	1929	Two	DUS	420	207	140	73	26	4
Tennessee Jr. College, Univ. of	Martin	Paul Meek	Ex.Off.	C State	1927	Two	DUS¶	322	156	116	50	18	5
•Tennessee Wesleyan College	Athens	James L. Robb	Pres.	C Methodist	1906	Two	DU—	84	55	28	1	2	8
•Trevacca Nazarene College	Nashville	A. B. Mackey	Pres.	C Nazarene	1924	Two	DUS	314	191	113	10	42	13
•Ward-Belmont School	Nashville	Joseph E. Burk	Pres.	W Private	1913	Two	DUS	—	—	—	—	—	—

TEXAS

•Amarillo College	Amarillo	J. F. Mead	Pres.	C Public	1929	Two	DUS	507	300	135	72	22	3
Blinn College	Brenham	Chas. F. Schmidt	Pres.	C District	1927	Two	DU—	119	72	30	17	10	0
Brownsville Junior College	Brownsville	E. C. Dodd	Pres.	C Public	1926	Two	DUS	162	103	49	10	1	16
Butler College (N)	Tyler	Isaiah Jackson	Pres.	C Baptist	1927	Two	D—	197	130	52	15	16	0
Cisco Junior College	Cisco	H. R. Garrett	V.Pres.	C Public	1940	Two	D—	—	—	—	—	2	9
Clarendon Junior College	Clarendon	H. T. Burton	Pres.	C Public	1927	Two	DU—	108	56	52	0	1	9

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 (†) Associate member of the American Association of Junior Colleges.
 (‡) No report. Data taken from *American Junior Colleges*.
 (||) Affiliated with Catholic University of America.

(¶) Accredited by University Senate of the Methodist Church.
 (gg) Additional enrollment in lower two years, 20.
 (hh) Additional enrollment in lower two years, 25.
 (ii) Additional enrollment in lower two years, 13.

INSTITUTION	LOCATION	ADMINISTRATIVE HEAD	TITLE	CONTROL OR AFFILIATION	ORGAN- IZED AS JR. COLL.	YEARS IN- CLUDED	ACCREDI- TATION	ENROLLMENT, 1939-40				FACULTY 1940-41 Full-Part- Time
								Total	Fresh.	Soph.	Spec.	
TEXAS (Continued)												
Clifton Junior College	Clifton	C. Tyssen	Pres.	C Lutheran	1922	Two	DU—	87	52	32	3	7
Conroe N. and I. College (N)	Conroe	Wm. A. Johnson	Pres.	C Baptist	1903	Two	—	105	0	105	8	3
*Corpus Christi Junior College	Corpus Christi	R. B. Fisher	Pres.	C Public	1935	Two	DU—	382	178	63	141	13
Decatur Baptist College	Decatur	J. L. Ward	Pres.	C Baptist	1897	Two	DU—	176	106	47	23	8
Edinburg Junior College	Edinburg	R. P. Ward	Dir.	C District	1927	Two	DUS	350	165	95	90	11
*Gainesville Junior College	Gainesville	H. O. McCain	Pres.	C Public	1924	Two	DU—	200	130	60	10	4
Guadalupe College (N) ††	Seguin	J. R. Lockett	Pres.	C Baptist	—	Two	—	—	—	—	—	—
*Hardin Junior College	Wichita Falls	H. D. Fillers	Pres.	C District	1922	Two	DUS	390	233	132	25	24
*Hillsboro Junior College	Hillsboro	L. W. Hartsfield	Pres.	C Public	1923	Four	DU—	376	218	117	41	7
*Hockaday Junior College	Dallas	Ela Hockaday	Pres.	C Private	1931	Two	DU—	131	80	43	8	3
*Houston Junior College	Houston	N. K. Dupre	Dean	C District	1927	Two	DU—	1833	1267	449	117	30
*John Tarleton Agric. College	Stephenville	J. Thomas Davis	Dean	C State	1917	Four	DUS	1625ij	768	458	399	69
*Kilgore College	Kilgore	B. E. Masters	Dean	C Public	1935	Two	DUS	683	379	197	107	24
Lamar College	Beaumont	C. W. Bingman	Pres.	C Public	1922	Two	DUS	542	389	152	1	21
*Lee Junior College	Goose Creek	Harmon Lowman	Pres.	C District	1934	Two	DU—	347	246	63	38	13
Lon Morris College	Jacksonville	C. E. Peeples	Pres.	C Methodist	1917	Two	DUS	300	168	106	26	12
Marshall, College of	Marshall	F. S. Groner	Pres.	C Baptist	1917	Two	DU—	255	160	85	10	17
Mary Allen Junior College (N)	Crockett	T. B. Jones	Pres.	C Presby.	1925	Two	D-S	240	122	75	43	12
North Texas Jr. Agric. College	Arlington	Edward E. Davis	Dean	C State	1917	Two	DUS	2148	1293	298	557	74
Our Lady of Victory College	Fort Worth	Sister M. Albertine	Pres.	C Catholic	1930	Two	DU—	105	47	27	31	10
*Paris Junior College	Paris	J. R. McLemore	Pres.	C District	1924	Two	DUS	562	263	169	130	18
*Ranger Junior College	Ranger	W. T. Walton	Pres.	C Public	1926	Two	DU—	127	72	33	22	0
*St. Philip's Junior College	San Antonio	Artemesia Bowden	Pres.	C Private	1927	Two	D—	215	85	65	65	9
*San Angelo College	San Angelo	Wilson H. Elkins	Pres.	C Public	1928	Two	DUS	273	204	56	13	18
San Antonio Junior College	San Antonio	J. E. Nelson	Dir.	C Public	1925	Two	DU—	305	170	135	0	14
*Schreiner Institute	Kerrville	J. J. Delaney	Pres.	C Presby.	1924	Two	DUS	251	178	73	0	13
Southwestern Junior College	Keene	H. H. Hamilton	Pres.	C 7th-D. Adv.	1918	Two	—	164	121	30	13	13
*Temple Junior College	Temple	Joe R. Humphrey	Pres.	C Public	1926	Two	DU—	148	100	47	1	0
Terrill Junior College	Dallas	S. M. Davis	Hdm.	C Private	1932	Two	—	24	16	2	6	0
*Texarkana College	Texarkana	H. W. Stilwell	Pres.	C Public	1927	Two	DUS	174	121	51	2	5
*Texas Lutheran College	Seguin	Wm. F. Kraushaar	Pres.	C Lutheran	1928	Two	DUS	172	111	54	7	12
*Tyler Military College	Terrell	C. Williamson	Supt.	C Private	1915	Two	DU—	80	56	24	0	14
*Tyler Junior College	Tyler	J. M. Hodges	Pres.	C Public	1926	Two	DUS	297	216	58	23	2
*Victoria Junior College	Victoria	W. E. Eckles	Dean	C Public	1925	Two	DU—	164	65	55	44	6
*Wayland Baptist College	Plainview	G. W. McDonald	Pres.	C Baptist	1909	Two	DU—	225	140	65	20	6
*Weatherford College	Weatherford	G. C. Boswell	Pres.	C Methodist	1921	Two	DU—	386	134	109	143	14
Westminster College	Tehuacana	Clarence A. Sutton	Pres.	C Methodist	1916	Two	DU—	150	101	49	0	9

TEXAS (Continued)

UTAH

*Carbon College	Price	Elden B. Sessions	Pres.	C State	1938	Four	DUW	462kk	141	54	267	18	6
*Dixie Junior College	St. George	Glenn E. Snow	Pres.	C State	1917	Four	DUW	319ll	161	68	90	21	5
*Snow College	Ephraim	James A. Nuttall	Pres.	C State	1922	Four	DUW	259mm	180	70	9	9	13
*Utah Branch Agric. College of	Cedar City	Henry Oberhansley	Dir.	C State	1913	Three	DU-	297	167	98	32nn	14	9
*Weber College	Ogden	H. A. Dixon	Pres.	C State	1916	Two	DUW	1812	714	324	774	63	10
*Westminster College	Salt Lake City	Robert D. Steele	Pres.	C Presby.	1895	Four	DUW	150oo	98	48	4	18	5

VERMONT

*Goddard College	Plainfield	Royce S. Pitkin	Pres.	C Private	1935	Four	-U-	25pp	12	8	5	14	2
*Green Mountain Jr. College	Poultney	Jesse P. Bogue	Pres.	C Methodist	1931	Two	-UE†	285	175	110	0	27	2
*Vermont Junior College	Montpelier	John H. Kingsley	Pres.	C Methodist	1937	Four	-U-	144qq	56	22	66	19	2

VIRGINIA

*Arlington Hall Junior College	Arlington	Carrie Sutherland	Pres.	W Private	1927	Two	DU-	135	85	50	0	15	9
*Averett College	Danville	Curtis Bishop	Pres.	W Baptist	1914	Two	DUS	294	118	57	119	21	2
*Blackstone College	Blackstone	J. Paul Glick	Pres.	W Methodist	1915	Two	DU-	134	86	42	6	8	10
*Bluefield College	Bluefield	Edwin C. Wade	Pres.	C Baptist	1922	Two	DU-	298	188	108	2	17	3
*Eastern Mennonite School	Harrisonburg	John L. Stauffer	Pres.	C Mennonite	1921	Two	DU-	48	30	12	6	3	10
*Fairfax Hall Junior College	Waynesboro	W. B. Gates	Pres.	W Private	1932	Two	DU-	82	43	19	20	1	14
*Ferrum Junior College††	Ferrum	John L. Carter	Prin.	C Methodist	1913	Two	-	244	-	-	244	18	-
*Marion College	Marion	H. J. Rhyne	Pres.	W Lutheran	1913	Four	DU-	36	69	36	27	15	2
*Norfolk Div., Coll. Wm. & Mary†	Norfolk	William T. Hodges	Dean	C State	1930	Two	-S	541	380	111	50	-	-
*St. Paul N. and I. School (N)	Lawrenceville	J. Alvin Russell	Prin.	C Episcopal	1928	Two	-	126	82	33	11	5	5
*Shenandoah College	Dayton	Wade S. Miller	Pres.	C Un.Breth.	1923	Two	DU-	85	21	55	9	7	4
*Southern College†††	Petersburg	Arthur K. Davis	-	W Private	1912	Two	-	40	-	-	40	0	12
*Southern Sem. and Jr. College	Buena Vista	Robert Lee Durham	Pres.	DU-	1927	Two	DU-	116	74	34	8	20	2
*Stratford College	Danville	John C. Simpson	Pres.	W Private	1930	Two	DU-	103	61	25	17	8	14
*Sullins College	Bristol	W. E. Martin	Pres.	W Private	1917	Two	DUS	381	225	86	70	24	11
*Virginia Intermont College	Bristol	H. G. Noffsinger	Pres.	W Baptist	1912	Two	DUS	407	245	114	48	30	0

WASHINGTON

*Centralia Junior College	Centralia	Margaret Corbet	Dean	C Private	1925	Two	-U-	156	108	48	0	0	10
*Clark Junior College	Vancouver	Lewis D. Cannell	Dean	C Private	1933	Two	-U-	88	58	26	4	6	3
*Grays Harbor Junior College	Aberdeen	Lewis C. Tidball	Pres.	C Private	1930	Two	-U-	212	119	93	0	7	5
*Lower Columbia Junior College	Longview	T. D. Schindler	Pres.	C Private	1934	Two	-U-	178	96	77	5	6	8
*Mount Vernon Junior College	Mount Vernon	Charles H. Lewis	Dean	C Private	1926	Two	-U-	168	108	60	0	3	11

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 (†††) No report. Data taken from 1940 Directory.
 (ll) No report. Data taken from *American Junior Colleges*.
 (mm) No report. Data taken from *Christian Higher Education*.
 (nn) Additional enrollment in lower two years, 69.
 (oo) Additional enrollment in lower two years, 567.
 (pp) Additional enrollment in lower two years, 17.
 (qq) Additional enrollment in lower two years, 17.
 (rr) Additional enrollment in lower two years, 17.

- (ll) Additional enrollment in lower two years, 201.
 (mm) Additional enrollment in lower two years, 90.
 (nn) Includes 23 third year students.
 (oo) Additional enrollment in lower two years, 31.
 (pp) Additional enrollment in lower two years, 6.
 (qq) Additional enrollment in lower two years, 17.
 (rr) Additional enrollment in lower two years, 17.

INSTITUTION	LOCATION	ADMINISTRATIVE HEAD	TITLE	CONTROL OR AFFILIA- TION	ORGAN- IZED AS JR. COLL.	YEARS IN- CLUDED	ACCREDI- TATION	ENROLLMENT, 1939-40			FACULTY 1940-41 Full-Time	
								Total	Fresh.	Soph. Spec.		
WASHINGTON (Continued)												
*Spokane Junior College	Spokane	G. H. Schlauch	Pres.	C Private	1933	Two	-U-	280	118	60	102	7 8
*Wenatchee Junior College	Wenatchee	W. B. Smith	Supt.	C Private	1939	Two	-U-	118	118	0	0	3 8
*Yakima Valley Junior College	Yakima	Elizabeth Prior	Prin.	C Private	1928	Two	-U-	198	106	44	48	11 2
WEST VIRGINIA												
*Beckley College	Beckley	J. L. Bumgardner	Pres.	C Private	1933	Two	D--	525	300	200	25	11 14
*Greenbrier College	Lewisburg	F. W. Thompson	Pres.	W Presby.	1902	Four	DU-	104 ^{ss}	48	28	28	12 6
Greenbrier Military School	Lewisburg	Col. H. B. Moore	Dean	M Private	-----	Two	D--	72	70	2	0	4 6
*Potomac State School	Keyser	Ernest E. Church	Pres.	C State	1921	Two	DUN	351	193	139	19	20 0
WISCONSIN												
Concordia College.†	Milwaukee	Leroy C. Rincker	Pres.	M Lutheran	1890	Two	-U-	58	32	26	0	0 17
Rhineland Junior College	Rhineland	Ralph J. Keen	Dir.	C State	1934	Two	-U-	29	26	3	0	1 4
St. Lawrence Ecclesiastical Coll.†	Mount Calvary	Alexis Gore	Rector	M Catholic	1925	Two	-U-	49	23	17	9	4 4
*Salvatorian Seminary	St. Nazianz	Solanus Freischmidt	Rector	M Catholic	1909	Two	-U-	26	20	6	0	3 6
Vocational Junior College	Milwaukee	William F. Rasche	Dir.	C Public	1934	Two	-U-	571	432	65	74	7 60
*Wayland Junior College	Beaver Dam	Stanley C. Ross	Pres.	C Baptist	1936	Two	-U-	38	25	11	2	0 13
Wisconsin, Ext. Div. of Univ. of	Milwaukee	C. M. Purin	Dir.	C State	1908	Two	-UN	3502	512	205	2785	56 2

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 (†) Associate member of the American Association of Junior Colleges.

(‡) No report. Data taken from *American Junior Colleges*.
 (ss) Additional enrollment in lower two years, 36.